

California State University, Dominguez Hills
Innovative School Leadership Initiative

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California State University, Dominguez Hills

Innovative School Leadership Initiative

Introduction: California State University, Dominguez Hills (CSUDH) is partnering with the Los Angeles Unified School District (LAUSD) to improve leadership, instruction and student achievement in 30 charter or semiautonomous schools by providing 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.

Our Innovative School Leadership Initiative (ISLI) will address the challenges of low-performing charters and semiautonomous high schools in LAUSD. The district has a large, growing number of charter schools and, through its Public School Choice initiative, is creating new semiautonomous schools annually, many of them semiautonomous pilot schools designed by teacher-leaders who lack experience as principals. We will work with schools that rank in the bottom 10% to 20% of high schools statewide.

ISLI's central target is *change in teacher practice*—the most direct and sustainable way to improve student achievement. We will build the capacity of participants in the components of our instructional framework: shared vision; supervision of instruction; investing in teacher quality; culture of learning, positive behavior, family, community and school engagement; systems and operation. ISLI's holistic growth model develops leadership character and skills, aligns theory and practice, and provides an authentic context in which to apply new learning. At ISLI's core is a focus on character: empathy, values, taking personal responsibility, finding solutions, and creating change from within, not without. ISLI includes one-week summer sessions, online certificates in focused 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. Additionally, principals will be mentored by highly trained school leaders who participated in CSUDH's two prior SLP-funded projects. Our prior SLP projects

have informed the design of ISLI, and materials and strategies created by our prior SLP grants will be used in our proposed project.

Where ISLI principals and their leadership teams complete and implement the four-year program at their schools, student achievement *will* increase, as will other important indicators of student and teacher engagement and school climate.

A. QUALITY OF THE PROJECT DESIGN

CSUDH is a four-year urban public institution located in the city of Carson in Los Angeles County. CSUDH, which enrolls 12,800 students, is one of the most ethnically diverse campuses in the California State University system. The vision of CSUDH's School of Education is to maintain a model of collaborative urban educational excellence, recognized for preparing teachers, administrators, counselors, and other specialists who work effectively with a variety of learners from diverse backgrounds, especially those living in poverty. The school is accredited by both the National Council for Accreditation of Teacher Education and the California Commission on Teacher Credentialing. CSUDH has had two recent prior SLP grants:

1) Through our Urban School Leadership program (2008-2013), school leaders in high-poverty, low-performing traditional district schools in LAUSD earned credentials and were placed or retained. USL has placed 28% of 267 graduates in leadership (out of classroom) or administrative positions at a time of limited leadership openings due to declining enrollment (as charter schools opened), layoffs driven by budget cuts that eliminated numerous leadership positions, and fewer jobs due to LAUSD turning over responsibility for many underperforming schools to outside entities. Of the 16 principals or assistant principals who participated in USL's first cohort in 2009-2010, nine (75%) were still at their sites in 2011-2012, and all showed strong progress in academic achievement.

2) CSUDH's Charter and Autonomous School Leadership Academy, known as CASLA, (2010-2015) targets current principals and assistant principals in public charter schools and semiautonomous schools to earn preliminary administrative credentials and/or master's degrees and be placed or retained. CASLA proved popular, with 100 teachers applying for only 20 spots

in the administrative services credential. We have 2 cohorts of 27 participants in the third year, 2013-2014, double the anticipated number in our proposal. CASLA has placed 26% of a total of 45 aspiring administrators into leadership (out of classroom) or administrative positions. However, CASLA has failed to attract many principals of charter or semiautonomous schools because our methods of delivery were not well-suited to extremely busy leaders of small schools, who have different kinds of responsibilities compared to traditional school leaders.

Our ISLI proposal differs from our prior SLP grants in key ways: 1) ISLI emphasizes improving leadership practice by current leaders in schools over providing administrative credentials (these are offered). 2) CASLA and USL trained individual leaders; ISLI will train a principal plus a team of teacher-leaders at a school. 3) ISLI offers an alternative pathway to a credential, using topic-specific certificates created by CASLA. 4) Like CASLA, ISLI targets charter and semiautonomous schools, but ISLI will only work with low-performing schools and only with high schools, where achievement is lowest. 5) Graduates of USL and CASLA will mentor ISLI participants, which also will help prior participants continue to grow professionally.

LAUSD is the second-largest school district in the nation. It encompasses 720 square miles and 655,000 students in 930 K-12 schools. LAUSD is a high-need LEA, with 23.9% of children ages 5-17 in poverty (U. S. Census Bureau, 2011). LAUSD also has large numbers of non-NCLB compliant teachers teaching in secondary schools, the target of our proposal:

Percent of NCLB Highly Qualified Teachers Teaching Secondary Classes in LAUSD

Secondary English	Secondary Math	Secondary Science	Secondary Arts	Secondary Foreign Language	Secondary Social Science	Secondary Other Classes
90.19	93.83	87.28	87.51	94.14	95.16	74.82

Source: California Department of Education, Dataquest, NCLB Core and Compliant Classes, 2011-12

In the district, about 80% of students receive free and reduced-price lunch; 73% are Latino, 10% African American, 9% white, 4% Asian or Pacific Islander, 2% Filipino and 2% American Indian, multiple or other ethnicities. The charter and semi-autonomous high schools within LAUSD that will participate in this project have demographically similar populations.

As of the 2012-13 school year, LAUSD oversees more than 180 charter schools enrolling 78,000 students. LAUSD is the authorizer of the schools, and the LAUSD Charter Schools Division monitors accountability, including recommending closure of low-performing charter schools to the LAUSD school board.

In addition to having a large number of charter schools, in 2010 LAUSD began Public School Choice, an annual process enabling teacher-led groups, nonprofits and others to apply to assume responsibility for 1) low-performing schools or 2) newly built campuses. All newly built campuses are configured for multiple small schools, and many of the low-performing schools awarded under Public School Choice are then subdivided into small learning communities or small schools. A number of the schools awarded through Public School Choice are pilot schools, which are small schools with certain autonomies from LAUSD: budget, staffing, governance, curriculum, assessment and school calendar. Many pilot schools are designed and led by a group of teachers, none of whom have been principals.

In 2012, LAUSD reconfigured into four regional Education Support Centers, plus the Intensive Support and Innovation Center (ISIC), which is districtwide. This configuration replaces the prior local districts. Pilot schools and low-performing schools are grouped together under the leadership of the Intensive Support and Innovation Center, which oversees 132 schools enrolling 115,000 students. In the ISIC-supported schools, most principals have been in their positions for only about two to three years, according to communication from staff at Associated Administrators of Los Angeles, the principal's union.

Another group of semiautonomous schools is operated by the Partnership for Los Angeles Schools, a nonprofit founded in 2008 by then Mayor Antonio Villaraigosa. The Partnership manages 22 high-poverty, low-performing elementary, middle and high schools that enroll 15,000 students via an MOU with the district granting autonomy in management and budget.

The 30 participating schools will be low-performing charter high schools or semi-autonomous high schools. We define low-performing as having an Academic Performance Index ranking of 1 or 2, meaning they are in the lowest 10% to 20% of high schools statewide. Also,

the participating schools will be located in geographic areas traditionally served by CSUDH: East Los Angeles, Downtown, South Los Angeles, South Gate and Harbor. These areas are aligned with LAUSD School Board Districts 1, 2, 5 and 7. Schools in these areas of LAUSD enroll very high percentages of low-income students of color.

We have identified a pool of 53 schools that meet our criteria: 15 charter schools, 28 pilot schools and 10 high schools operated by the Partnership for Los Angeles Schools. From 60% to 100% of students in these schools are eligible for free or reduced-price lunch. Nearly all are Latino or African American, with small numbers of other ethnicities. The pool will likely increase as more charter and pilot schools are approved by LAUSD prior to ISLI’s start.

1. Goals, objectives, and outcomes are clearly specified and measurable.

Goal	Objectives	Perf. Measure
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.	85% of the schools will score at or above “predicted growth” on 3 of 4 LAUSD Academic Growth Over Time* indicators: 9th Grade English language arts, Algebra 1, California High School Exit Exam math, California High School Exit Exam English language arts annually after two years participating in project.	4
	85% of the schools will demonstrate positive change in % of teachers with 96% or higher attendance, % of students with 96% or higher attendance, students suspended one or more times, year-to-year growth on school’s Academic Performance Index score, and % of graduates passing all A-G (college prerequisite) courses with a “C” or better.	4
	<u>Improved school climate</u> : Each year, 100% of schools will have year-to-year growth on 50% of the student, teacher and parent school-climate indicators on the LAUSD School Report Card or charter survey.	
2. To prepare a pool of highly trained school leaders who are ready to lead in underperforming secondary schools.	100% of the estimated 11 administrators who lack an administrative credential will complete one.	1
	90% of the estimated 36 teacher-leaders (32 of 36) who choose to pursue an administrative credential will complete one.	1
	50% of the estimated 32 teacher-leaders (16 of 32) who earn an administrative credential will be hired as a principal or assistant principal in a high-need LEA.	2
	90% of the estimated 16 teacher-leaders (14 of 16) who earn an administrative credential and are hired as a principal or assistant principal in a high-need LEA will remain in that position for at least two years.	3
3. To contribute to the body of evidence on	100% of the school leaders trained in the program, as well as aspiring leaders trained by the program and placed in	5

Goal	Objectives	Perf. Measure
principal preparation for high school principals in underperforming urban schools.	administrative positions, will be rated “effective” or “highly effective” on their annual LAUSD or charter school principal evaluation.	
	<u>Leadership and instructional skill improvement:</u> All participants, administrators, teacher leaders and faculty impacted by project will indicate their 1) instructional knowledge or skills have increased, and 2) their instructional practice has changed. Measures: yearly pre-post program-implementation and training-impact surveys.	
	<u>Retention at schools:</u> 85% of program participants will be retained year-to-year in the participating high schools, excluding those who earn administrative credentials, are hired by other schools in a high-need LEA.	
	<u>Participation:</u> 90% of participants will participate in 75% of the project activities.	
	<u>Long-term participation:</u> 80% of participants will continue in ISLI year-to-year, excluding those who earn administrative credentials and are hired by other schools in a high-need LEA.	

**Academic Growth Over Time is a multilevel value-added prediction model based on three years of California Standards Test scores for individual students using multiple CST tests to predict a test outcome*

2. Design is appropriate to, and will address, the needs of the target population.

Needs: As described, the target schools enroll low-income students of color, and the schools are in the bottom 10% to 20% of high schools statewide, as measured by California’s Academic Performance Index. The schools have a history of poor student achievement and low graduation.

Principals of these schools confront daily challenges as well as major new reforms, including Common Core, Smarter Balance assessments and a new teacher evaluation system that includes student performance. (Note: Charter schools use their own teacher and principal assessments.) In small pilot, semiautonomous and stand-alone charter schools, principals wear many hats and lack the support personnel and infrastructure of a larger district school. To improve instruction and manage their schools well, these principals need support from teacher-leaders.

Some principals of charter schools may lack an administrative credential because California does not require one, although the state requires charter teachers to have a credential. Principals of pilot and semiautonomous schools have administrative credentials, as required by the state for public district schools, but many lack previous administrative experience.

From CSUDH's prior grants, we know that inevitable daily crises prevent these principals from leaving campus for professional development. To secure their participation, training must have compelling content with succinctly articulated key elements, and the delivery of each element must be broken into easily digested components for the busy, exhausted urban principal.

Project Design: The ISLI Framework for leadership was crafted using sound research and standards and is a blend of nationally recognized leadership, teaching and learning, and innovative programs. ISLI's framework reflects the enormity of these leaders' charge—changing persistently underperforming schools. Traditional leadership training models are not enough to change persistently underperforming urban high schools. ISLI leaders must be innovative problem-solvers: courageous leaders who clearly know their own strengths and areas of needed growth, and take pride in being model learners for their schools.

To assure college readiness for every student on their campuses, the ISLI framework is a product of the leadership frameworks of LAUSD, New Leaders, Alliance Charter Schools, Green Dot Public Schools in partnership with the Broad Foundation, The College-Ready Promise in partnership with Gates Foundation's Intensive Partnerships for Effective Teaching, the University of Denver-Ritchie Center, Rainwater Leadership (Cheney, Davis, Garrett, & Holleran, 2010), California School Leadership Academy (McKeever, 2003), Interstate School Leaders Licensure Consortium, and the California Commission on Teacher Credentialing.

ISLI is a four-year school leadership program because this program must change history... the history of underperforming high school classroom can only be rewritten by changing teacher practice in every classroom. All targeted ISLI schools have undergone major structural change—they are innovative high schools due to their organizational change: pilot schools, charter schools, partnership schools. Yet, structural change without change in teacher practice will not assure all students are college-ready. Per Cuban (2013) teacher practice “inside the black box” of the classroom must change for *true school reform* to occur. To effect this change in teacher classroom practice, ISLI principals must develop a schoolwide, safe, learning culture, critical on ISLI's urban campuses because, “Good policies and ideas take off in learning cultures, but they

go nowhere in cultures of isolation” (Fullan, Cuttress, & Kilcher, 2005, p. 56).

Time is critical for these schools. The schools are blessed with enthusiastic, youthful change leaders, who are eager to reform. In addition, in 2013 LAUSD will unveil its new principal, assistant principal and teacher evaluation system that includes student achievement data. In response, ISLI training will include core management and leadership skills with central focus on becoming instructional leaders who are highly skilled in observing, supporting, conferencing, and evaluating teachers for the purpose of changing teacher practice.

Given that the culture of the school plays the dominant role in exemplary performance, ISLI leaders will be trained to create and support a climate hospitable to education, one that is safe, without bullying, where empathy for the student and family and all who work in the school are evident (Deal & Peterson, 2009, 1999; Wallace Foundation, 2012).

Theory of Change: Our theory of change rests on several assumptions: 1) charter and semiautonomous schools have the mandate to “think different” but have not implemented that mandate fully. 2) Staff are visionary and energetic but need to develop key teaching, learning or management practices and content. 3) Small schools have fewer resources to provide staff development, release or even free time.

Our project design accounts for these assumptions by hypothesizing that we need to provide training and time for innovative thinking and development of practice. Further, given the time and resource constraints at small schools, as well as our experience with one of our prior SLP project of being unable to lure principals of charter and semiautonomous schools to CSUDH’s campus for training, we hypothesize that a combination of distance learning, intense summer training, quarterly on-site meetings, and project-based learning will build the capacity of participants in the components of instructional framework: shared vision; supervision of instruction; investing in teacher quality; culture of learning, positive behavior, family, community and school engagement; systems and operation.

We selected the training topics to cause these outcomes: 1) create a school climate that supports learning; 2) develop understanding of teaching and learning through the lens of teacher

evaluation; 3) develop an understanding of key leadership competencies through the lens of principal evaluation systems; 4) help schools reflexively incorporate information in their decision-making process; and 5) become “adaptive” (i.e. informed, flexible, resilient) in order to create more effective classrooms and schools.

The indirect outcomes of ISLI are: 1) all of the participating schools will no longer be in the lowest statewide performance categories; 2) the schools will become consistently high-performing; 3) teachers, parents and students will recommend these schools; 4) school staff (including administrators) will avoid burn out; and 5) teachers will be inspired to seek leadership positions because they see that leaders have just as much impact on students as teachers!

Participant Selection: CSUDH will work with LAUSD’s Charter Schools Division, LAUSD’s Intensive Support and Innovation Center, the Partnership for Los Angeles Schools, and charter management organizations Alliance College-Ready Public Schools and Green Dot Public Schools to publicize and recruit leaders of our target schools (see letters of support). The recruitment goal is 30 principals from the targeted pool of low-performing charter or semiautonomous schools. The training will be focused on the team rather than the individual, even though individuals will be receiving administrative Tier 1 or Tier II credentials. After one year of training, each of the 30 principals will select a team of up to six teacher-leaders (maximum 180 for the project), depending upon the school size and teacher qualifications to support school transformation.

Schools that wish to participate will complete a rigorous application process, including assessments, a school portfolio, essays and interviews assess readiness and commitment to ISLI.

ISLI Rigorous Application

Assessments	Written Application	School Visit &Interviews
Parker Team Player Survey – assess capacity and skills to lead teams	Portfolio identifying school and community needs	Visit by ISLI team: faculty, coord, mentors, content-expert coaches
TargetSuccess Screening Sketch for School Principal – assess key attributes	Essay 1: why principal and site should be selected	Interview 1 with Principal
Conflict Management Survey –	Essay 2: describe a time	Interview 2 with teacher-

Assessments	Written Application	School Visit &Interviews
assess ability to evaluate & resolve conflict	principal turned around a situation	leaders who aspire to be principals
National Association of Secondary School Principals' Leadership Skills 360, self and observer assessments	Essay 3: explain how principal built leadership team	Interview 3 with schools informal and formal leaders

The ISLI team will use results from all application components to select the schools and leaders who are most committed and best prepared for the project. The teacher-leaders that the principal selects will also complete the first three assessments listed above in order to assess their skills and develop their individual growth plans.

Instructional Framework: The instructional content is organized to meet requirements of the California administrative services credential. Also, it is aligned with the LAUSD School Leadership Framework (written with New Leaders), which guides the development and practice of leaders in the district; Interstate School Leaders Licensure Consortium standards; and California Professional Standards for Educational Leaders. The table shows that the topics of ISLI are aligned with the major components of the frameworks, with a substantial research basis.

ISLI Instructional Framework

1. Shared Vision	
<i>Topics</i>	<i>Related Research and Resources</i>
Developing school leadership teams to shape strong professional community that share collective responsibility for student learning	DuFour (2002); Herman (1993); Lambert (2003); WestEd (Nine Lessons of Successful School Leadership Teams); Winters (2010)
2. Supervision of Instruction	
Supervising teaching and learning including observing, conferencing, supporting and evaluating teachers and principals	LAUSD Teacher Evaluation Framework (2012) and rubrics; Danielson (2012a, 2012b, 2010); Glickman et al. (2013, 2009); Costa (2002)
Leadership Evaluation Frameworks: understanding and application to improve school leadership	Danielson (2012a, 2012b, 2010)
3. Investing in Teaching Quality	
Implementing the Common Core State Standards: implications for subject matter instruction	National Council of Teachers of Mathematics, National Council of Teachers of English, Handbooks of Research on Teaching, National Council for the Social Studies, Teaching and Learning History, Osborn and Dillon, National Research

	Council on STEM
Creating equity and access to a rigorous curriculum special education, response to intervention, and English language development	National Equity Project, National Center for Special Education Research, National Center for Response to Intervention, Blueprint for English Learners
Instructional Practice and Strategies	Hunter (1994); Jensen (2008); Marzano et al. (2011); Rosenshine (2012); Wiggins & McTighe (2005)
Using student data to continually improve academic achievement and other student outcomes. Understanding assessment: classroom assessments, formative assessment	Bernhardt (2013); Popham (2010)
Technology to enhance teacher practice and effective instruction	Halverson et al. (2012)
4. Culture of Learning, Positive Behavior, Family, Community and School Engagement	
Creating a school climate that supports culture of rigorous instruction for all students aligned to college- and career-ready standards	National School Climate “no fault” Framework (2009), Adaptive Schools (Garmston & Wellman, 2009)
Adaptive Leadership: Strategies for developing resilient leaders and schools	Adaptive Leadership (Heifetz & Linsky, 2009, 2012)
5. Systems and Operations	
Technology to enhance school operations	Halverson et al. (2002); Mahiri (2011)
Organizational and management skills	National Alliance for Public Charter Schools, Charter School Development Center
Resource management (budgeting, facilities)	Odden & Picus (2011); National Charter School Resource Center
Governance structure: roles and responsibilities	National Charter Resource Center, Center on Educational Governance, University of Southern California

Project Timeframe: The first nine months of grant year 1 will be a planning period. During this period, ISLI will recruit and select participants, update and develop additional online certificates, recruit and train mentors, complete thorough analysis of each selected school, create project website including online application process, create data system for tracking evaluation data, monitor LAUSD and teachers union changes to teacher evaluation framework, and adapt materials for Common Core and new standardized tests.

Principals will complete one year of administrative training in grant year 2. In grant year 3, the principal and teacher-leaders from each school will complete one year of training as a team (Practicum #1). In grant years 4 and 5, the principal and teacher-leader team will conduct Practicum #2 to 1) improve instruction, and 2) improve school climate, in order to increase

student achievement in their own schools. The project also includes an alternative pathway to Tier I and Tier II administrative certifications for charter principals or aspiring leaders who want to earn them. Participants will pursue these beginning in grant year 3 and complete them at the end of year 4.

Project Components: Three ISLI coordinators, each who are CSUDH adjunct faculty, each will be responsible for 10 schools. Also, each will liaise with one type of partner organization: charters and charter management organizations, Partnership for Los Angeles Schools, or LAUSD Intensive Support and Innovation Center. The coordinators will guide the participants in developing their individual growth plans (based on assessments completed during selection process), monitor progress, recommend certificates and readings for participants based on assessments, evaluate participants' contributions to the practicums, and conduct final assessments for participants pursuing a credential.

The ISLI design offers in-person activities during summers plus weekend conferences in fall and spring so that school leaders do not have to leave their campuses during or after the school day. All other learning activities are web-based or project-based at the schools. This hybrid design has already proven successful with aspiring school leaders in our SLP-funded CASLA project and with current leaders in our USL project. Our surveys of more than 50 principals and assistant principals over the last three years indicated a preference for this hybrid model of staff development.

The following table gives an overview of the components of ISLI, the grant year they occur and the components of the instructional framework that will be covered.

ISLI Design Components

ISLI Component	Descriptor	Timeframe	Framework
<i>Alternative Administrative Certification</i> pathway: Aspiring leaders (Preliminary Tier 1) and Administrators (Professional Tier 2)	Based on assessments, participants are placed on alternate pathway to earn certification. Coordinators, with participants, monitor and evaluate benchmarks on individual plans. Content-specific competency assessed via CSUDH's credential assessments.	Years 3 and 4	All
<i>Job-Embedded Learning</i> conducted by school leadership team	<ul style="list-style-type: none"> • Practicum 1: Teacher and Leader Change in Practice: observing, conferencing and evaluation of teaching and leadership • Practicum 2: School Climate 	Years 3, 4, 5	All
<i>Intensive Summer Training</i> Summer 2014: Principal only Summers 2015-17: Leadership teams with principals	One-week intensive summer conference to improve participants' skills, learn a major strategy per year, design change projects for their schools, form support networks.	Years 1, 2, 3, 4	All
<i>Conferences:</i> <ul style="list-style-type: none"> • Fall Conference • Spring Conference • Annual Conference 	<u>Fall conference:</u> principals only <u>Spring conference:</u> leadership teams with principals for ISLI formative assessment <u>Annual Conference:</u> ISLI participants and leaders of other innovative schools for dissemination and sharing	Years 2, 3, 4, 5	All
<i>Web-based Learning:</i> <ul style="list-style-type: none"> • Certificates • Book Discussions • Research-based distance learning best practices 	<ul style="list-style-type: none"> • 19 Certificates on specific topics • On web, small groups discuss 6 books a year from the ISLI bibliography • ISLI participants experience best use of instructional technology so they can improve use of technology in classrooms 	Years 1, 2, 3, 4, 5	All
<i>Mentoring</i>	Experienced LAUSD administrators previously trained in a CSUDH SLP project provide critical friend support and advice	Years 2, 3, 4, 5	All
<i>Content-Expert Coaches</i>	Create & teach certificates, provide follow-up support to schools on topics covered in certificates	Years 1, 2, 3, 4, 5	1, 2, 3

Following are detailed descriptions of each component.

Alternative Administrative Certification: Aspiring leaders on the leadership teams and administrators of charter schools without credentials will be able to earn their preliminary administrative services credential through an alternative certification pathway. Their ISLI cohort coordinator will help participants who want to earn a credential develop individual growth plans that document their individual plans for meeting state credential requirements. Charter principals who want a credential will develop individual growth plans in year 1, aspiring leaders will develop them in year 2. Individual growth plans will include certificates to be earned, reading, project-based tasks in their own schools, etc., to develop competencies they need to qualify for a credential. The cohort coordinators will jointly develop the competency assessments to verify mastery of the six California Professional Standards for Educational Leaders (CPSELS). In year 3, credential-seekers will be assessed in three of the six CPSELS using CSUDH's performance measures. In Year 4, they will complete assessments in the remaining three CPSELS. To earn an administrative credential, participants will satisfactorily complete 1) their individual growth plan; 2) the two school-based, job-embedded practicums; and 3) the assessments of six CPSELS. Administrators needing their professional clear administrative credential (Tier 2) will follow a similar pathway, but at the professional level of competency.

Professional Administrative Certification: The Professional Administrative Certification (Tier II) is required within five years of beginning an administrative position. ISLI's Tier II program is based on the current CSUDH's Tier II program, 7 units and 3 courses with the following expectations 1) the individual growth plan will be based on additional assessments including the NASSP 360; 2) the principal's supervisor along with the ISLI coordinator will make growth recommendations for the growth plan; 3) ISLI's program components will be used as growth opportunities; and 4) both the ISLI coordinator and principal's supervisor will provide formative assessment, with final assessment by the ISLI coordinator. The Professional Administrative Certification will be completed in year 3.

Job-Embedded Learning: ISLI participants will conduct projects in their own schools in

leadership teams: principal plus up to six teacher-leaders. The school team works together during project training and two job-embedded practicums to improve instruction and school climate. Teams practice distributed leadership at their schools and create the synergy required to apply design thinking to solving the problems faced in low-performing schools.

In a leadership team, each member will be an advocate or champion of an important aspect of the projects: 1) the principal is the visionary and champion of student outcomes; one teacher each champions 2) instructional improvement; 3) data collection and use; 4) Common Core standards; 5) STEM (at some schools, this will be CSUDH graduate from a prior federally funded project, e.g., Department of Education’s Transition to Teaching, and Urban Teacher Residency); and 6) a teacher known for iconoclastic thinking.

Leadership teams will complete two practicums: 1. Improving Instruction and 2. Improving School Climate. In Practicum 1, the principal and teacher-leaders implement the new Teaching and Learning Framework and Principal Evaluation Frameworks adopted by LAUSD and charters, plus Smarter Balanced standardized assessments of Common Core. Practice includes observation, conferencing, courageous conversations, and changes in instruction and leadership practice. The table below illustrates how this process will work. The budget includes substitutes so teachers can observe, etc., during the school day. In Practicum 2, School Climate, teams will design and implement projects to improve instruction, school climate and student achievement at their schools over two years (years 4 and 5). Teams will synthesize all the learning from previous years in Practicum 2. The chart below illustrates the two practicums:

PRACTICUM 1 IMPROVING INSTRUCTION – 2015-16		
Part A: Observing, Conferencing		
Observer	Whom?	Observers-of-Observers
a. Principal practices observing, conferencing with →	Leadership team members	
b. Leadership team members practice observing, conferencing with →	Other leadership team members	
c. Principal observes and conferences →	A leadership team member teaching a lesson	← Other leadership team members observe the observation and conference, then provide feedback for observer
d. Leadership team members observe and conference →		

Part B: Observing, Conferencing, Targeting Changes in Teacher Practice		
a. Principal practices observing, conferencing, targeting changes in teacher practice with →	Leadership team members	
b. Leadership team members practice above with →	Other leadership team members	
c. Principal observes, conferences, targets change in teacher practice with →	A leadership team member teaching a lesson	← Other leadership team members observe the observation cycle, then provide feedback for observer on his/her skills in observation, conferencing, and targeting change in teacher practice
d. Leadership team members observe conference, target change in teacher practice with →		
e. Leadership team members observe conference, target change in teacher practice with →	Lead teachers teaching a lesson	
f. Lead teachers practice observing for schoolwide targeted changes in teacher practice with →	A leadership team member teaching a lesson	
g. Lead teachers conduct instructional rounds to observe schoolwide targeted changes in teacher practice with →	Members of their departments teaching lessons	← Other department members & leadership team conduct Critical Friends, Courageous Conversations, PLCs around targeted changes in teacher practices
Part C: Evaluation of Teachers and Principals		
a. Principal practices evaluation conference with →	Leadership team members	
b. Leadership team members practice evaluation conference with →	Other leadership team members	
c. Principal observes, conferences, evaluates →	A leadership team member teaching a lesson	← Other leadership team members observe, then provide feedback for observer on his/her skills in the observation and evaluation conference.
d. A fellow leadership team member (aspiring school leader) observes, conferences, “practice-evaluates” →		
PRACTICUM 2 IMPROVING SCHOOL CLIMATE – 2016-17 and 2017-18		
Following the research-based design thinking strategies from the d.school (Stanford), the leadership team will learn to become innovators who recognize there is no optimum solution to changing school culture, but rather a creative, exploratory process. The leadership team will design a series of changes addressing designated targets in a 2-year plan including incremental change and benchmarks. The leadership team will agree on an assessment to determine success.		

Intensive Summer Training: For urban principals in understaffed, challenged small schools, summer training has proven to be the most popular and effective. Each week-long summer intensive training in late June is divided into two parts: 1) Improve the participants’ skills in observing, conferencing, changing teacher and leadership practice. To do this, leaders must first have a strong foundation in best teaching practices with a common vocabulary. Every summer,

ISLI will strengthen and broaden this foundation. 2) Learning about one major strategy per summer: design thinking taught by trainers from the Stanford design school (d:school), Adaptive Schools taught by certified trainers, and Adaptive Leadership taught by certified trainers. These are all models of thinking and behavior that will help participants become more effective innovators and leaders.

The first year of project activities, only the principals will participate in the intensive summer training. Principals will use this time as a safe venue to develop a strong network, share confidentially, and focus on the LAUSD Principal Evaluation Framework and relevant charter principal evaluation tools. The training will center on what it means to be a highly effective principal as defined by these systems. Participants will be reminded that they will need to report their yearly ratings to the ISLI project as part of data needed. The remaining three summers, the leadership team will work in cooperation with the principal to learn together, practice on each other, and help design change in their schools. The topics for each summer are:

Summer	Participants	Summer Session Topics
2014	Principals	Evaluation, data analysis, Stanford d.school
2015	Teams	Best practice, observation, conferencing skills, teaching framework, Adaptive Schools, design practicum strategy, schedule and timeline
2016	Teams	Stanford d.school, team collaboration, courageous conversations, change in teacher practice, practicum assessment and adjustments
2017	Teams	Data collection, monitor change in schools, systems for refinement and continuous improvement, Adaptive Leadership, teacher & principal evaluation

Conferences: A fall conference will be held only for principals to provide opportunity for unrestricted conversation and to strengthen the principal support network. In the spring conference, the leadership teams will assess their progress and review their teams' impact on school change. This formative-assessment time is for participants to review progress and make recommendations for the ISLI project. The annual conference will disseminate ISLI lessons learned, findings and replicable designs to a larger group of innovative schools.

Web-based Learning: Certificates: In our prior SLP projects, principals preferred certificates focused on specific topics that are important to them over courses or traditional staff

development. We developed the first certificate in 2008 at the request of high school leaders to use student data to build a student-centered master schedule. This certificate now is available in two formats: a) fully online, or b) a hybrid course with three classroom sessions and the remainder online—both requiring about 60 training hours. Participants must pass a competency assessment to earn the certificate. More than 300 leaders have taken this certificate and 95% have passed. Some certificates are designed to teach the principal, who then uses the certificate at his or her school to train faculty. On surveys, the principals gave high rating to certificates.

Certificates are required for participant seeking an administrative credential through ISLI. After taking certificates, they will complete final summative assessments required for each of the related CSUDH courses for an administrative credential.

We have 10 certificates created via prior SLP projects (Series 1 & 2 count as two certificates), and will develop nine for ISLI. As the table below shows, all are aligned with the ISLI instructional framework:

Certificates

Name of Certificate	ISLI Instructional Framework Alignment
Completed with USL and CASLA SLP Funds	
Essential Elements of Effective Instruction, Series 1 & 2	Investing in Teacher Quality
Special Education	Investing in Teacher Quality
English Learners	Investing in Teacher Quality
Effective Use of Data, Series 1 & 2	Investing in Teacher Quality
Master Schedule Design	Systems and Operations
Developing Teams	Shared Vision
Classroom Management and Supervision, Series 1	Supervision of Instruction
Managing Conflict, Adaptive Schools	Culture of Learning, Positive Behavior, Family, Community and School Engagement
To be developed through ISLI	
Design Thinking: Creativity in Problem Solving, Series 1 & 2	Shared Vision; Culture of Learning, Positive Behavior, Family, Community and School Engagement
STEM Leadership	Investing in Teacher Quality
Adaptive Leadership	Culture of Learning, Positive Behavior, Family, Community and School Engagement
Framework for Teaching and Learning (Danielson)	Supervision of Instruction
Classroom Management and Supervision, Series 2	Investing in Teacher Quality
Common Core and Implications for Subject Matter Instruction, Series 1 & 2	Investing in Teacher Quality
Charter Budgeting and Finance	Systems and Operations

We will survey ISLI participants for suggestions about other topics to be developed into certificates. Content-expert coaches (see below) will develop and teach certificates. Certificates include a video lecture, interview or demonstration, followed by an assignment, e.g., reading or project to complete alone or in a team. The cycle then repeats. All certificates include fieldwork. Some certificates include live videoconferencing for participants to interact, but most are recorded. Participants can complete most certificates in 15 to 20 hours. Participants taking the certificate can use the videos with their faculty. If a participant has difficulty implementing the certificate material at a school, the content-expert coach can visit the school to assist.

Book Discussions: Private reading and self-reflection are critical to everyone's continuing education, so they are components of ISLI. All participants will join small groups of five to "meet" online to discuss a book every two months throughout the project—six books a year. ISLI faculty will join these discussions. ISLI has established a bibliography from prior SLP grants, which helps ensure that participants are well-rounded, knowledgeable about the latest research and theories, and are connecting with a professional network for thinking and reflection.

Research-based Distance Learning: 1) As adult learners, ISLI participants will experience high-quality, web-based instruction using sophisticated technology based on best teaching practices. During practicums, participants will discuss the best use of instructional technology and how use is aligned to best teaching practices. 2) Leaders will gain skills in conferencing effectively with teachers and will suggest the best ways to integrate technology. 3) ISLI leaders will become better visionaries for the use of technology in their schools and better decision-makers with the limited operating budgets their schools have for technology purchases.

Mentoring: Active administrators who participated in our prior SLP projects will mentor ISLI principals. The mentors have considerable experience in LASUD as school leaders and were trained through an SLP grant in supervision of instruction and Adaptive Leadership Training. They will be critical friends to ISLI principals and will offer guidance on how to implement change. Because they are busy school leaders, mentors will communicate at least monthly via email and more frequently as needed. The mentor will assist the leadership team as

needed, particular with the implementation of Practicum 2, School Climate.

Content-Expert Coaches: ISLI will contract with experts in content areas to create and teach certificates, as described above. They will provide coaching, as needed, to leaders who have trouble implementing the strategies covered in the certificates.

Year by Year Summary of Development

Year	Development Activity
2014-15	Principal
	<u>5 Required Certificates:</u> Effective Elements of Instruction, Series 1 and 2 Effective Use of Data, Series 1 and 2 Design Thinking: Creativity, Problem Solving, Group Process, Series 1
	Books Discussion on Web: 2 books required, 1 optional
	Self-assessment
	Summer session 5 days
	Conferences: fall
2015-16	Principal With School Leadership Team
	<u>Select 4 of 14 optional certificates based on self-assessment:</u> Special Education English Learners Master Schedule Design Developing Teams Classroom Management and Supervision, Series 1 and 2 Managing Conflict: Adaptive Leadership addressing Conflict Resolution STEM Leadership Adaptive Schools Common Core and implications for subject matter, Series 1 and 2 Charter Budgeting and Finance Design Thinking, Series 2 Framework for Teaching and Learning (Danielson)
	Books Discussion on Web: 2 books required, 1 optional
	Practicum #1A: Teacher Observation
	Summer session 5 days
	Conferences: fall, spring, annual
2016-17	<u>Select 2 of 14 optional certificates based on self-assessment:</u> Same list as 2015-16
	Books Discussion on Web: 2 books required, 1 optional
	Practicum #1B: Observing and Conferencing teachers Practicum #2A: School Climate, Create a design to impact School Climate
	Summer session 5 days
	Conferences: fall, spring, annual
2017-18	No certificates. Write conference presentation proposals and articles for publication of ISLI model
	Books Discussion on Web: 2 books required, 1 optional
	Practicum #1C: Evaluation of Teachers and Principal Practicum #2B: School Climate, Create a design to impact School Climate

Year	Development Activity
	Summer session 5 days
	Conferences: fall, spring, annual

Participation Benefits: Principals 1) 4.5 years of research-based staff development. 2) Experience as a web-based learner using a web-based model based on the principles of effective teaching and learning. 3) Data coaching to help bridge the gap from teachers receiving data to changing instruction in the classroom. 4) Adaptive Schools coaching to address issues of school climate. 4) Mentor who is a fellow principal in LAUSD, previously trained by CSUDH’s prior SLP grants. 5) Financial incentives (see table).

Principal and Leadership Teams: 1) 3.5 years of free, research-based staff development as a team. 2) Knowledge of how to use and meet expectations in the LAUSD Teacher Evaluation Framework and Principal Evaluation Framework. 3) Administrative Tier I or II credential for those who want one. 4) Team practicum will benefit all teachers and students by improving climate and student achievement. 5) Financial incentives (see table).

Incentives: The chart below illustrates the incentives that participants can earn by full participation in ISLI activities. If all members of the leadership team are still at the school, except for teachers who became principals or assistant principals in other LAUSD schools, at the end of the third and fourth years of participation, schools will receive funds to implement an innovation that they design as part of ISLI’s practicum 2. Participants who complete Tier I or II administrative credentials will receive tuition reimbursement.

Year	Principal	Leadership Team Member	Job-Embedded Practicum Incentive*	Tuition Reimbursement
2014-15	\$3,000	--	--	
2015-16	\$3,000	\$3,000	--	\$5,000 Tier I \$4,000 Tier II
2016-17	\$3,000	\$3,000	\$10,000	\$5,000 Tier I
2017-18	\$3,000	\$3,000	\$10,000	

*To implement the design developed by the team in practicum 2 to improve school culture

We believe that the research-based ISLI project can bring about real change in teaching and learning because it creates a team of leaders at each school who employ distributed leadership;

implements a project designed by each school team to improve school climate; improves instructional supervision, teacher evaluation and principal evaluation; infuses design thinking and use of data; gives participants ample practice in identifying student needs, creating solutions, testing solutions, evaluating results and revising their work.

3. Part of comprehensive effort to improve teaching, learning; support rigorous academics.

ISLI is aligned with LAUSD's efforts to improve student achievement in charters and semiautonomous schools. As described above, LAUSD's Charter Schools Division monitors charter school performance and recommends chronically underperforming schools for closure. As the division's letter of support indicates, they will work with us to identify charter schools for ISLI. Our project will enable leaders of low-performing charters to raise their schools' performance and avoid closure. Also, as the letter of support indicates, ISLI will collaborate with LAUSD's Intensive Support and Innovation Center, which has oversight of all the district's pilot schools and underperforming schools. Our SLP-funded project recently partnered with the center to present a five-day leadership conference. Our project will support the center's schools because ISLI is a logical, more intensive, four-year follow-up that builds on the conference topics.

LAUSD has been engaged in an extensive effort to improve teaching and learning. The district has been successful in raising achievement in recent years, particularly in elementary schools. ISLI will offer critically needed support in low-performing high schools, which have lagged elementary and middle schools. Also, ISLI supports LAUSD's Public School Choice process to create semiautonomous schools with innovative designs. ISLI will raise the skills of these principals so that the new or transforming schools are successful.

Also, ISLI will support principals and teacher-leaders as they develop curriculum and implement Common Core State Standards, which are rigorous academic standards. ISLI's instructional framework includes "Implementing the Common Core State Standards: implications for subject matter instruction." As examples of how this manifests in the project, two of the ISLI certificates are titled Common Core and Implications for Subject Matter Instruction, Series 1 and 2. One person in each school leadership team will be responsible for

championing the Common Core standards, and Practicum 1 will center on improving teaching relative to the Common Core.

4. Design for implementing & evaluating guides replication; information re effectiveness

The components of the proposed intervention were designed to meet the needs of low-achieving, small semiautonomous high schools in LAUSD while also being replicable by others:

1. Alternative administrative credential model based on mastery of the state standards through certificates. Certificates will be shared without charge with SLP programs and partners.

The mastery competency assessment is public domain.

2. Practicums. Practicum #1 can be adapted to any district's evaluation model; Practicum #2 is replicable at any high school.

3. Alternative training model for charter and semiautonomous schools. The model can be replicated at any district in partnership with an institution providing training.

4. Changes made as a result of the two site-based practicums will add to the research and knowledge of effective high school leadership and high school reform efforts. ISLI personnel and participants will share findings at local and national conferences in years 4 and 5.

5. ISLI will provide valuable feedback to LAUSD on its new teacher and principal evaluation system and leadership framework.

B. QUALITY OF THE PROJECT EVALUATION

Overview and evaluation questions. The ISLI evaluation is a continuing partnership, begun in 2008, between CSUDH and Urban School Imagineers (USI). The evaluators will provide mid-year formative evaluation reviews, annual formative and performance reports, and an end-of-project summative report of replicable products resulting from evaluation activities, including: 1) detailed program descriptions of each school team practicum, one focused on improving instruction and the other on improving school climate. Descriptions will include goals, the team's theory of action, activities, materials and evidence used to monitor results; 2) surveys that

can be used to monitor principal and teacher professional growth; 3) needs assessment results for each school, based on the project outcomes to guide school team focus; and 4) lessons learned about the effectiveness of a team-based approach to professional development for improving teaching and leadership practice.

The evaluation will address the following questions: 1) Is the project meeting its goals? 2) How can the project (including implementation) be improved? 3) Which school team practicum strategies predict changes in instructional practice and school climate? and 4) Relative to their matched counterparts, how well are ISLI school team interventions improving instruction and school climate? The logic model guiding the evaluation work appears on page 28. A mixed-methods design will be employed. Both quantitative and qualitative evidence will be used to document progress toward, and achievement of, School Leadership Program (SLP) and project-specific objectives, to provide feedback for revisions at the project, school team and individual levels, and to document effective school team strategies (theories of change) that lead to changes in instruction, climate and student achievement. Data on student achievement and school climate outcomes will be collected from a comparison group to assess the possible contribution of ISLI to school improvement (see Deasy support letter). Given the complexity of the goals and the number of measures involved, the evaluation plan to address the first two evaluation questions is presented as a chart (see Pp. 29-31). The chart presents SLP and project-specific objectives for the three project goals, identifies the measure, when data are collected and how data are used.

The evaluation plan is organized by evaluation questions. The outcomes and measures for each question are followed by a description of the measures used, when data are collected, proposed analyses and how the data will be used. The quantitative and qualitative measures selected for the evaluation are designed to serve two purposes: 1) assess progress toward

achieving intended outcomes, and 2) provide performance feedback. The effectiveness of project implementation will be the focus of yearly and mid-year reviews of the qualitative and quantitative data collected during evaluation activities.

Objective performance measures related to SLP intended outcomes: Evaluation Ques 1.

Is the project meeting its goals? All five SLP and Project Objectives are measured by objective performance measures. Specifically, student outcome measures (SLP 4) will consist of LAUSD or charter School Report Card and/or state released data. Measures include progress toward meeting Academic Growth over Time targets, Academic Performance index growth, teacher and student attendance, suspensions/expulsions, completion of A-G university preparation courses, and graduation rates. The measure for SLP objective 5, principal effectiveness ratings, will be collected yearly from participants reviewed using the LAUSD Principal Evaluation Framework or charter principal evaluation tools (e.g. the Green Dot Principal Evaluation Tools for School Principals/AP, the Alliance Principal Evaluation Framework). The yearly principal/AP evaluation results will provide feedback to ISLI coordinators to assist administrators in Individual Growth Plan revisions and to ISLI staff for revision of web training and summer intensive training and/or conference topics. Administrator evaluation results will also be reported as required on yearly SLP progress reports. Annual participant surveys about position and assignment will be administered yearly for SLP Objectives 1-3, credential completion, promotion to Principal/AP and retention in position data for two years.

The project specific measure for improved school climate will be student-parent-teacher data reported on the School Report Card. Parent, teacher and student perceptions of campus safety, cleanliness, and positive relationships will be collected using both quantitative and qualitative

survey methodology. There are three quantitative project specific objectives: 1) the percent of participants attending project activities, 2) the percent remaining with the project over the 3-4 year period (4 years for administrators, 3 years for teachers), and 4) the percent of teachers remaining at the participating schools each year for 4 years. The retention-participation data will be collected yearly to monitor progress towards the project-specific long term goals.

Effectiveness of project implementation: Evaluation Questions 2-4.

How can the project be improved? Which school team practicum strategies predict changes in instructional practice and school climate? Relative to their matched counterparts, how well are ISLI school team interventions improving instruction and school climate?

Several qualitative measures will be administered to monitor implementation and provide feedback for program improvement. Progress toward improving instruction will be measured with an implementation and impact survey designed by ISLI staff and evaluators to monitor individual participant changes in teaching and/leadership practice based on ISLI summer and web training. Progress toward improving school climate will be measured by the National Center for School Climate's Comprehensive School Climate Inventory (CSCI). The survey results will be used to identify struggling and successful implementation sites which will then be studied in depth using interviews and observations. Observation and interview data will be summarized by themes, such as: 1) types of site training or team/grade-level discussions, 2) amount of time spent discussing formative feedback provided, 3) prioritization of the topic during faculty discussions, and 4) other patterns that are suggested from the qualitative data.

The survey, interview and observation data serve as an implementation check: What did actually happen at the sites? Is there a relationship between levels of implementation, or quality and outcomes? What might explain differences in implementation quality? The information will

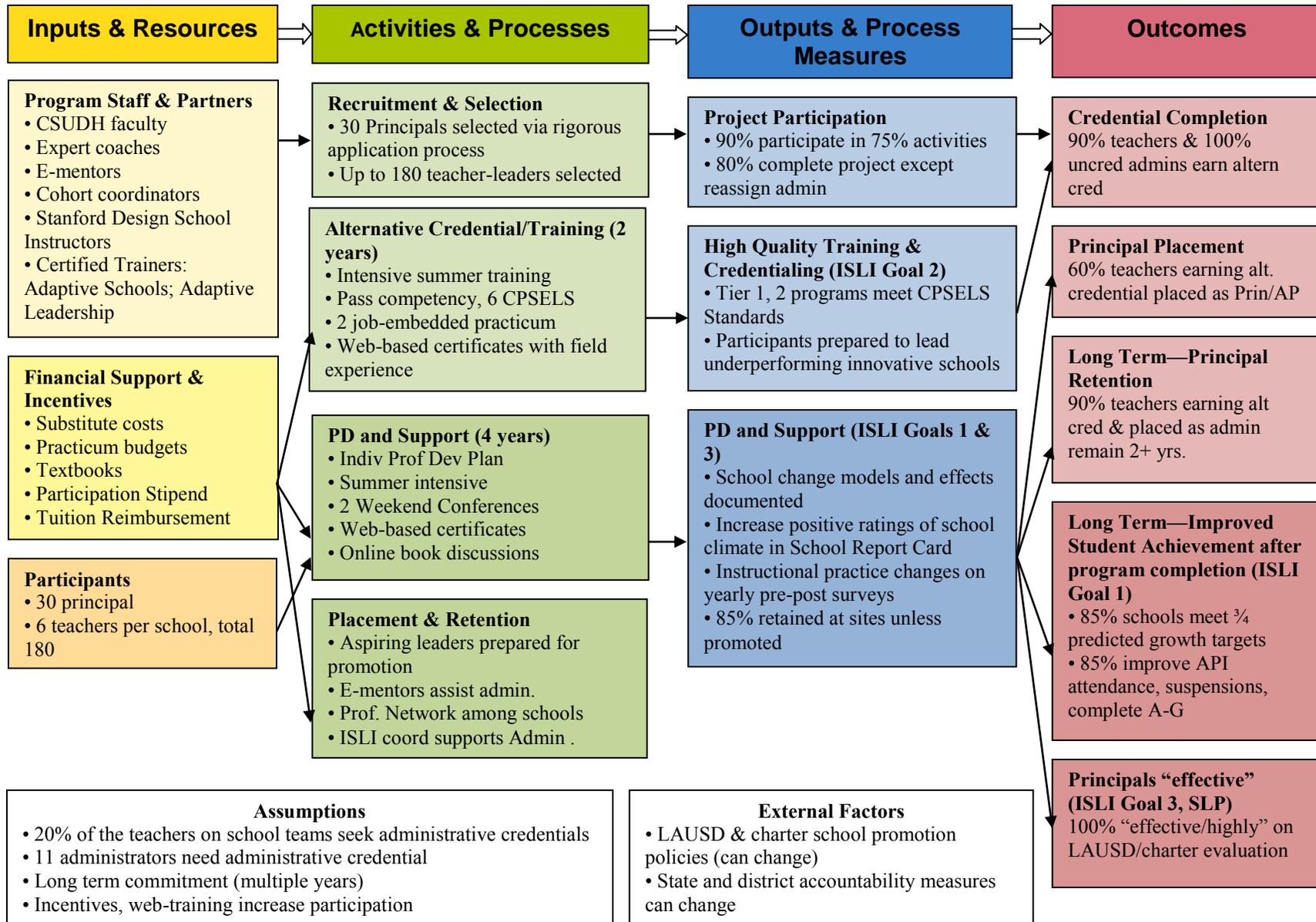
be shared with all 30 sites at summer intensive trainings to help them in adjusting or designing job-embedded practicum. A matched comparison group of small, low-performing high schools that were identified as project-eligible, but chose not to participate will serve as the comparison group to answer the question: in the absence of ISLI, would the schools have improved using their own resources and support systems? Schools will be chosen the first year of the project based on the same selection criteria as project schools. The SLP performance measure 5 outcome data will be collected yearly and the performance trajectories of project and comparison schools will be plotted and shared with participants. If comparison schools outperform project schools, an evaluator will meet with comparison school staff to develop hypotheses for differential performance. When project schools outperform comparison schools, the interviews and observations will be used to draw out practices that might show promise for further examination and possible replication.

Performance feedback to assess progress toward achieving intended goals.

Implementation-impact survey and CSCI data will be shared with school teams to identify their practicum strengths and areas needing revision. The ISLI coordinators will provide individuals with feedback on their progress towards completing the Alternative Credential and, in the case of principals, improving their evaluations from the annual Individual Growth Plan review.

Observations and interviews from struggling and successful sites provide ISLI management staff with real-time feedback on what each site team is doing and their challenges. These qualitative data are used for revising training, content, and support activities. Comparison school data will address the question: In the absence of ISLI activities and support, what might we expect selected School Report Card outcomes to be? A yearly summary of implementation practices will be shared with the National Advisory Board to assist in planning for the coming year.

CSUDH Innovative School Leadership Institute



Summary of Evaluation Activities

GOAL 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.				
Objective	Summative Measures	When Collected	Analysis	Use
PM 4. • 85% of the schools will score at or above “predicted growth” on 3 of 4 LAUSD Academic Growth Over Time indicators (value added) • 85% of the schools will demonstrate positive change on selected school site measures	LAUSD School Report Cards: • Academic Growth Over Time: 9th grade ELA, Algebra I, exit exam ELA, exit exam math • Academic Performance Index score • A-G (college-prep course) complete • Students attending 96%+ of time • Students suspended 1+ times • Teachers attending 96%+ of time	Data collected annually in the fall for previous school year. Summative uses begin in project Year 4 to Year 5 and beyond.	School level analysis • Year 5 school results compared with Year 1 results • Year 5 results school v. comparison school	• Report PM 4 • Determine if change attributable to Project.
	Formative	When Collected	Analysis	Use
	Same measures as above	Late fall for previous year results for project years 1-5	School level analysis • Most current school v. comparison results • Disaggregated by grade level & subgroups	• Needs assessment to identify practicum goals and strategies • ID factors related to results to revise team efforts
Project Specific	Summative Measures	When Collected	Analysis	Use
Improve Climate Each year, 100% of schools will have growth on 50% of the student, teacher and parent school-climate indicators on the LAUSD School Report Card or charter survey.	LAUSD School Report Card learning environment surveys and charter surveys	Year 3 Pretest Year 4-5 Posttest	• Growth years 3-5 • Compared to comparison group	Report project impact on school climate
	Formative Measures	When Collected	Analysis	Use
	National Center for School Climate (CSCI): Comprehensive School Climate Inventory	Year 4 (fall and spring) Year 5 (Spring)	Yearly pre-post changes on site-selected CSCI dimensions	Practicum design and midway revision
GOAL 2: To prepare a pool of highly trained school leaders who are ready to lead in underperforming secondary schools.				
Objective	Summative Measures	When Collected	Analysis	Use
PM 1. • 100% of the administrators who lack a credential will complete. • 90% of teacher-leaders who choose to pursue admin credential will complete.	Alternative cred. Requirement met	Year 4 Admin Credential earned	Number & % completion calculated	Report PM 1
	Formative	When Collected	Analysis	Use
	• Individual Professional Growth Plans (PD Plans) for Principals and Teachers • Credential Exams—CPSELS 1-6	Years 1-4 Principals Years 2-4 Teachers • PD Plans Years 3-4 Both take credential exams. Year 3, CPSELS 1-3; Year 4 CPSELS 4-6	• PD plans: progress on plan completion, cred. prep. • Credential exams—summarized by CPSEL; not passing reasons logged	• ISLI cohort coordinator reviews PD Plan progress with each participant. • CPSEL exam results used to revise training content

Objective	Summative Measures	When Collected	Analysis	Use
PM 2. 50% of teacher-leaders who earn admin credential will be hired as a principal or asst. principal in high-need LEA.	Participants completing alt credential in database DB includes position and yr. assigned	Yearly beginning Years 2-5 and 2 years after completion	Number & % project participants completing credential hired	Report PM 2
	Formative Same data as above used formatively	When Collected Yearly	Analysis • Number & % Candidates promoted • Number & % Schools hiring	Use Information used to adjust training and support for job-seekers.
Objective	Summative Measures	When Collected	Analysis	Use
PM 3. 90% of teacher-leaders who earn admin credential & are hired as principal or asst principal in high-need LEA remain at least two years.	Same data as above from ISLI database.	1 year after project ends and 2 years after alt cred completed (Year 4)	Number & % administrators retained in high-need LEA	Report PM 3
	Formative Interviews with non-retained prin & asst prin	When Collected Year 5-6	Analysis Summary of reasons not retained	Use ID ways to improve retention
GOAL 3: To contribute to the body of evidence on principal preparation for high school principals in underperforming urban schools				
Objective	Summative Measures	When Collected	Analysis	Use
PM 5. 100% of school leaders trained & aspiring leaders trained and placed in admin positions, will be rated “effective” or “highly effective” on annual LAUSD or charter school principal evaluation.	Prin & asst prin evaluation ratings will be collected yearly.	Year 5 (after alt cred completion)	Admin evaluation data summarized by school type, years at school, and overall (summative) rating	Report PM 5
	Formative Specific rubric scores used for principal & asst prin rating	When Collected Yearly beginning Year 1 or when evaluations implemented by district or charter	Analysis Rubric scores by candidate, school type, yrs. experience	Use • Training adjusted to meet areas of poor performance • Indiv PD plan revised • ISLI cohort coord provide resources for improvement
Project Specific Objectives	Summative Measures	When Collected	Analysis	Use
<u>Leadership and instructional skill improvement:</u> All participants indicate their 1) instructional knowledge or skills have increased, and 2) their instructional practice has changed.	Pre-post implementation and impact surveys	Year 2 (pre) Year 3 (post) Year 5 (sustained)	Pre-post change by dimensions on survey by school	• Determine whether project-specific objective met
	Formative Implement & impact surveys supported by interviews & observations	When Collected Yearly beginning year 2 thru 5	Analysis • Pre-post change by dimensions on survey by school and individual • Content analysis of comments & observations	Use • Revise Indiv PD Plans • Revise activities • Expert coaches to improve implementation

Objectives	Summative Measures	When Collected	Analysis	Use
<u>Retention at school:</u> 85% participants retained in participating schools, except those hired as admin in a high-need LEA <u>Long term participation:</u> 80% will continue year-to-year, excluding those who earn credentials & are hired in high-need LEA	ISLI database with yearly school assignments and project persistence	Yearly	Number & % retained at site Number & % continuing project	Determine whether project-specific objectives met
	Formative Interviews with school transfers and project dropouts about experiences and what would have kept them in the school/project	Yearly	• Longitudinal school retention • Longitudinal persistence rate for school • Content analysis to determine school transfer/leaving or project dropout reasons	• Revise project activities if interviews indicate needed • Provide different support to prevent further attrition • Document issues related to retention at site or in PD that affect principal training nationally
Objective	Summative Measures	When Collected	Analysis	Use
<u>Participation:</u> 90% of participants will participate in 75% of the project activities	Attendance at activities, web training, book discussions recorded in ISLI database	After each event, web training, book discussion	% of events, training, discussions attended calculated	Determine whether project specific obj. met
	Formative Interview ISLI coord and principals about team and event participation factors	Yearly	Compare record of meetings and site participation of participators v. dropouts	ID factors to improve participation

Qualifications: Urban School Imagineers is currently the evaluator for CSUDH’s two School Leadership Program grants: the 2008 Urban School Leaders program and the 2010 Charter and Autonomous Schools Leadership Academy. The lead evaluator from Urban_School Imagineers is Lynn Winters, Ed.D. She was the assistant superintendent of research for the Long Beach Unified School District (Broad Prize 2003), has an Ed.D. in learning and instruction from University of California Los Angeles (UCLA), was a lecturer in social research methods at UCLA from 1984 to 2006, taught in the UCLA Principal Leadership Institute and currently is an adjunct professor in the Claremont Graduate University’s Urban Leadership Program.. She directed three grants at the UCLA National Center for Evaluation, Student Standards and Testing (CRESST), has co-authored three books with Joan Herman of UCLA CRESST and has over a dozen published journal.

C. SIGNIFICANCE

1. Contribution to increased knowledge or understanding of educational problems.

There is a limited body of high-quality evidence on preparation of principals and particularly on the effectiveness of professional development for principals of innovative schools. ISLI has the potential to increase knowledge in the following areas:

The ISLI design is a significant departure from the traditional SLP design. SLP projects generally recruit highly qualified aspiring leaders, train them well, place certified candidates in a high-need LEA school, support them for retention and monitor student achievement. ISLI’s design is a significant departure. Our project targets specific high-need schools and recruits from within those schools for the specific purpose of turning those schools around. This design is about changing tough urban high schools by 1) training within to make significant changes for the purpose of improving student achievement and moving the school from the bottom 1 or 2 percentile in statewide rankings. 2) training leaders to work via a leadership team and 3) training leadership teams to do the heavy lifting needed to change culture and classroom practice—change that is sustainable over time. ISLI is about urgency—we must work with faculty in these schools and train them to change their schools. The ISLI design will add to the research on

alternative leadership training models that reform high schools.

ISLI will produce a wealth of data and case study for researcher to examine about the success of a new leadership training model and reform model in 30 high schools. The data gained from this five-year study will be a significant addition to the knowledge of how to transform the most underperforming high schools. While the foundation of the reform effort is leadership training, this training model is designed to create whole school change in 30 high schools—a significant impact and research resource.

ISLI's alternative training design will contribute to the knowledge base on leadership training for current high school principals—the most challenging to get to staff development regularly.

ISLI's coaching model is innovative. The instructor teaching the web-based asynchronous and synchronous certificates is the principal's coach to support implementation of material covered in the certificate at the school level. The coach is available by phone, email and in-person when necessary. Also, the videos from the certificate series will be available to the principal to use with faculty for meetings or staff development. This adaptation of the trainer-of-trainer models uses technology to assist the busy principal in providing training to faculty.

ISLI is a long-term change model, quite different from one-year designs. Changing people in any behavior is hard work and demands conscious practice over time. ISLI's focus is changing teacher behavior, changing teachers to become leaders, changing leaders to work through leadership teams, and changing teacher's classroom practice—hard work which demands an expert skill set, patience and time. This long-term change model will add to the research.

ISLI will train school leaders to assess and improve teachers' practice, aligning with the nationwide move to using student achievement data as a portion of teacher performance evaluations. ISLI will effectively train school leaders for this task—observing, conferencing, providing feedback through courageous conversations, supporting teacher change, and evaluating teacher performance, and ISLI data will contribute to the knowledge base.

The ISLI project can add to the literature on distributed leadership and school climate. The evaluation will assess the strength of relationships between school projects and student outcomes.

ISLI will be the first attempt to train school leaders using the strategies of the Stanford d.school, according to the d.school's director of the K12 Lab Network. After four years use in ISLI, the internationally recognized d.school's innovation thinking and problem-solving will add to the body of knowledge of training innovative school leaders.

2. The likelihood that the proposed project will result in system change or improvement.

ISLI's strong basis in research and alignment with key frameworks make it more likely that the project will result in improvement. Because of our close ties to LAUSD reform efforts, success of ISLI will influence leadership development programs in the district to achieve system change.

ISLI's conceptual leadership framework is based on the leadership and innovation foundational principals of LAUSD Teaching and Learning Framework, LAUSD School Leadership Framework, Interstate School Leaders Licensure Consortium Standards, California Professional Standards for Educational Leaders, New Leaders, Learning Forward Professional Learning Standards, and Stanford University Design School.

ISLI's theory of change is based on Fullan's *Theory of change for school improvement* (2006), Cuban's *Classroom practice* (2013), Waks's *Educational change* (2007), Garmston & Wellman's *Adaptive schools* (2009), and Heifetz & Linsky's *Adaptive leadership* (2002). As indicated by Cuban (2013), there is considerable evidence that new structures, such as the many structural changes in LAUSD schools to create charter or semiautonomous schools, "have limited influence on teacher practice in the classroom—the essential location for improving student achievement" (p. 17).

ISLI supports the importance of incremental change and focuses on changing teacher practice as a result of changes in principal practice in supervision of instruction. ISLI also supports the interdependent relationships that occur in schools, between people and resources through ISLI's focus on school culture.

All of ISLI's target schools are not traditional district schools, and all have already undergone fundamental change in structure. ISLI's theory of change is what Cuban terms

“change without reform.” Change occurs incrementally, consistently and persistently over time, without fundamentally altering school funding, governance or structure. The incremental change advocated by ISLI for these target schools will improve efficiency and effectiveness of existing structures within these schools, what Cuban terms “true reform.” (2013, p. 10). ISLI leaders will look inside the classroom and will capture and analyze data to improve teacher practice and student outcomes.

ISLI’s incremental change must be accompanied by a supporting school climate (Fullan, 2006). Based on a meta-analysis of school climate (Cohen, et al., 2013), ISLI’s adaptive school program is centered on essential dimensions of school climate: safety, relationships, teaching and learning, institutional environment, and the school improvement process. A positive, supportive school climate is critical in the urban settings of the ISLI target schools. These urban and economically disadvantage ISLI schools must be safe from violence, peer victimization, and punitive disciplinary actions—often the only safe place for many of the students. The schools will use the National School Climate Center’s Comprehensive School Climate Inventory to formatively assess their school climate as part of Practicum #2.

ISLI’s instructional framework is based on the models of Danielson (2006, 2007, 2010, 2012), Glickman et al. (2013, 2009), M. Hunter (1992), Rosenshine (2012), Marzano et al. (2011, 2005), Wiggins & McTighe (2005), Jensen (2008), and L. Darling-Hammond et al. (2006, 2003) blended with the work of Garmston and Wellman’s Adaptive School (2009). This blended framework supports urban schools leaders in Los Angeles because the framework builds a strong foundation that supports a school leaders’ instructional foundation for many years. Such a foundation withstands the test of time.

3. Importance or magnitude of results or outcomes, especially in teaching & student achiev.

The 30 schools in ISLI will enroll about 15,000 students per year, which is substantial. By improving leadership and teaching in these schools, ISLI will affect educational outcomes for this large number of students.

ISLI will be implemented in LAUSD, the nation’s second-largest school district, so system

change that ISLI prompts can potentially impact hundreds of thousands of students. When CSUDH approached LAUSD's Intensive Support and Innovation Center about collaborating on a School Leadership Program proposal, district leaders requested that our project focus on high school leaders. While achievement has increased considerably in LAUSD's elementary and middle schools, the slow pace of improvement and overall low achievement in high schools is the district's most intractable problem. If ISLI's unique model is successful, it is likely that the district will consider it as part of its turnaround efforts for high schools.

Also, LAUSD has more and more charter and semiautonomous schools, so ISLI's model can influence teaching and achievement for an increasing number of students. Nationally, there is a movement toward more innovative school structures like charters and semiautonomous, so an effective ISLI model can have a substantial impact beyond Los Angeles.

D. QUALITY OF THE MANAGEMENT PLAN

1. Achieve the objectives on time & within budget; responsibilities, timelines, milestones.

CSUDH is the lead applicant and fiscal agent. CSUDH, LAUSD, collaborators and service providers will form a management team to facilitate day-to-day operations and manage the continuous improvement process for the ISLI project. The management structure will leverage the expertise and resources of the partner LEA (LAUSD), CSUDH, charter schools and charter management organizations, semiautonomous schools (Partnership for Los Angeles Schools), collaborators and Urban School Imagineers, the project's external evaluator.

Governance Structure:

Management Team Cabinet: The cabinet will be responsible for daily operations. The cabinet will have seven members: principal investigator, project director, three school coordinators, one distance-learning coordinator, and director of Urban School Imagineers (evaluator). Members will meet weekly in the first semester and every other week thereafter. The cabinet will monitor progress, plan implementation and institutionalize project activities. Each summer, the cabinet will hold a two-day retreat to assess results, consider project changes and plan for the next year. This structure will ensure that the project will achieve its objectives on time and within budget.

Management Council: The council will advise on local needs, project planning and revision. Council members are all of the management team cabinet plus: 1) director of LAUSD Charter Schools Division; 2) director of instruction, LAUSD Intensive Support and Innovation Center; 3) representatives responsible for staff and principal development from Alliance College-Ready Schools and Green Dot Schools (charter management organizations); 4) chief operating officer, Partnership for Los Angeles Schools (nonprofit, autonomous schools); and 5) two representatives from among the ISLI participants. The council will meet each semester to review project progress, collaborate on plans and revisions, and ensure the needs of the district, schools and participants are being met. The council will hold a one-day retreat each summer after the management team cabinet's retreat to review findings and recommendations and subsequently advise on changes and directions for the next year.

ISLI National Advisory Board: Dr. Carl Cohn, co-director of the Urban Leadership Program at Claremont Graduate University is assembling a national advisory board to guide ISLI on national directions, review ISLI outcomes and recommend national dissemination strategies. To date, Dr. Cohn is seeking the participation of Joseph Aguerrebere, president and CEO of the National Board for Professional Teaching Standards; Dr. Robert Peterkin, former head of the Urban Superintendents Program at Harvard Graduate School of Education; Dr. Thomas Payzant, former superintendent of Boston Public Schools; and Dr. Ramon Torrecilha, CSUDH provost. Dr. Cohn will convene the board annually to review and advise the ISLI project.

Also, Dr. Cohn will take on another critical role as the coach to the ISLI cabinet to provide guidance for their work with urban schools and to inform the cabinet of national perspectives throughout the year.

Personnel Responsibilities and Qualifications:

Principal Investigator: Dr. Ann Chlebicki (50% release) is a CSUDH professor and acting dean of the College of Education (dean's position ends Dec. 2013). She will be responsible for fiscal and administrative management, hiring and supervising personnel, reporting to the management team and council, overseeing project-improvement efforts, program

quality assurance, grant compliance, university relations and resolution of disputes. Dr. Chlebicki is the director of CSUDH's 2008 School Leadership grant (Urban School Leaders, concluding 2013) and the 2010 School Leadership grant (Charter and Autonomous School Leadership Academy) released at 50%; her time will be divided between the 2010 CASLA grant and ISLI. She is well-prepared to be the principal investigator, having directed CSUDH's 2002, 2008 and 2010 School Leadership Program grants. She was a public school administrator for more than 25 years, serving as superintendent, assistant superintendent, director, high school principal and assistant principal in three California school districts, plus as a statewide school auditor. As a teacher and mentor to 1,000+ new school leaders in the past 15 years at CSUDH, she is very familiar with the challenges faced by principals in Los Angeles. She was the primary author of the current CSUDH administrative credential programs.

Project Co-Director: Dr. Antonia Issa Lahera (50% release) is a CSUDH associate professor in the College of Education. She will be responsible for alternative credential training programs, including curriculum development, instructional materials, faculty training and competency assessment. She will oversee the ISLI calendar and events, publications and the content of the web page. Dr. Issa Lahera will supervise the four coordinators, 30 mentors and 12 coaches, and she will coordinate all services with university departments. Dr. Issa Lahera is a national staff developer for the Urban School Imaginers, and was formerly the principal of a reconstituted school in Long Beach Unified School District, giving her experience in the challenges confronting small, autonomous school leaders.

School Coordinators (3): Dr. Roberta Benjamin, Dr. Stefanie Holzman, and Dr. Marcia Haskins (40% assigned time). Each coordinator will be responsible for 10 ISLI schools: coordinating services, certificates, programs; evaluating personal growth plans; supporting principal and leadership teams to achieve grant goals. They will communicate with their assigned schools regularly and visit monthly. Dr. Benjamin is the project lead for Practicum #1 and Dr. Holzman is for Practicum #2. All three have worked with the CSUDH's prior School Leadership Program projects, providing coaching and as faculty members for CASLA, working with charter

school leaders and aspiring leaders. All three have been successful urban school principals with a history of turning troubled schools around.

Distance Learning Coordinator: Steven Williams (20%) is CSUDH coordinator of Internet Applications, Mediated Instruction & Distance Learning and a faculty member. He will manage the distance learning components of the ISLI web-based instructional program and will enhance the distance-learning program to include the latest technological advances.

Technology Support Personnel: Lupe Garcia and Ruben Caputo (50% each) will provide support with video graphic, editing, social media, web page, graphic designing and overall technology needs, and support with the development of certificates.

Support Personnel: Jennifer Tippe (50%) will be the office manager, overseeing application process, event scheduling and planning, managing databases and providing data for the project's evaluators. This position works closely with the PI and director.

Project Assistants (part time, as needed): Pamela Curtis, Judy Radeke, Donna Alderman will provide support during project major events, such as conferences, summer intensive training, etc.

Major Subcontractors: Design School at Stanford University through the K12 Lab Network director, Dr. Susie Wise, will recommend trained faculty and consultants for consultation and for summer intensive training. Sierra Associates, certified trainers in Adaptive Schools Training and Adaptive Leadership Training, will conduct summer intensive training and provide video and phone consultation during the following year. The Urban School Leadership Program at Claremont Graduate University will provide consultation to enhance project outcomes and national prominence and will recommend keynote speakers for the annual ISLI conference.

Content-Expert Coaches and Certificate Instructors: Experts in content areas will be contracted to create, revise and teach certificates and provide follow-up support to schools as needed in the following topics: Design Thinking, Special Education, Common Core, Danielson Framework, Data, Best Teaching Practices, Classroom Management, Master Schedule, and STEM Leadership.

Timeline: The chart below presents clearly defined responsibilities and ensures that financial and human resources are efficiently allocated toward the ISLI goals. The chart also presents timelines and activities, with the person responsible identified. Activities that are repeated on the same schedule from year to year are indicated in bold.

Activity/Benchmark	Responsible	Timeframe
Year 1 (October 2013 - September 2014)		
Management Team Cabinet meets weekly in fall yr 1	Chlebicki (PI)	Oct – Dec
Invitation to apply to 53 underperforming high schools	Chlebicki (PI)	Oct
Selection process: interview, site visits	Issa Lahera (Dir.)	Oct – Feb
Review and edit existing certificates, and create new certificates	Benjamin (Coord.)	Oct – Feb
Mentor orientation year 1/annual year 2-5; meets annually thereafter	Issa Lahera (Dir.)	Nov
Coordinators orientation, followed by monthly meetings year 1	Issa Lahera (Dir.)	Nov; monthly to Jun
Management Council meets each semester	Chlebicki (PI)	Nov – ongoing
Create & update master calendar of ISLI activities	Tippe	Nov – ongoing
Content-expert coaches orientation; annually thereafter	Issa Lahera (Dir.)	Dec
Preparation for Summer Intensive	Benjamin/Issa Lahera	Jan – Mar
Management Team Cabinet meets every other week (duration of project)	Chlebicki (PI)	Jan – ongoing
Create ISLI web site	Garcia, Caputo	Feb – Mar
Certificate faculty training	Issa Lahera (Dir.)	Feb – May
ISLI school selection announcement	Issa Lahera	Mar
Principal orientation	Issa Lahera	Mar
Assign coordinators to 10 schools	Chlebicki	Mar
Assign mentors to 30 principals	Holzman	Apr
Complete detailed test analysis of 30 schools	Holzman	Apr
National Advisory Board meeting	Chlebicki	Apr
End-of-year pre-report preparation, APR	Winters	May
ISLI bibliography, distribute books to principals	Issa Lahera	June, annually
Summer intensive training	Benjamin/Issa Lahera	June
Management Team Cabinet annual retreat	Benjamin	July
Management Council retreat	Chlebicki	July
Web-based book discussions every other month	Benjamin	Aug – ongoing
Year 2 (October 2014 – September 2015)		
Develop new ISLI certificates as needed	Issa Lahera	Oct – ongoing
Coordinators quarterly meetings	Issa Lahera	Oct – ongoing

Activity/Benchmark	Responsible	Timeframe
Monthly communication by mentor	Holzman	Oct – ongoing
Monthly visit, weekly contact by coordinators to 30 schools	Benj/Holz/Has	Oct – ongoing
Assign content-expert coaches as needed	Benj/Holz/Has	Oct – ongoing
End-of-year final report due Nov. 1	Winters	Nov
Principals select leadership team	Issa Lahera	Nov – Feb
Develop assessments, CTC competency Tier I, standards 1, 2, 3	Benjamin	Nov – Feb
Update ISLI web site	Garcia, Caputo	Feb – Mar
School leadership teams orientation	Issa Lahera	Mar
Formative evaluation mid-year review	Winters	Mar
Annual certificate refinement and review	Benjamin	May
Annual update of ISLI bibliography	Issa Lahera	May
National Advisory Board annual meeting	Chlebicki	Aug
Practicum 1: Improving Instruction, Part A	Benj/Holz/Has	Sept – Dec
Year 3 (October 2015 – September 2016)		
Develop assessments, CTC competency Tier I, standards 4, 5, 6	Benjamin	Nov – Feb
Practicum 1: Improving Instruction, Part B	Benj/Holz/Has	Jan – Mar
Practicum 1: Improving Instruction, Part C	Benj/Holz/Has	Apr – Jun
Prelim admin cred assessment, Tier I, standards 1, 2, 3	Benj/Holz/Has	Apr
Professional admin cred assessment, Tier II	Chlebicki	Apr
Award professional credentials	Chlebicki	May
Practicum 2: School Climate	Benj/Holz/Has	Sep – ongoing
Year 4 (October 2016 – September 2017)		
National conference presentations, ISLI findings	Participants and faculty	Oct – ongoing
Journal articles, publication, ISLI lessons learned	Participants and faculty	Oct – ongoing
Prelim admin cred assessment, Tier I, standards 4, 5, 6	Benj/Holz/Has	April
Award preliminary credentials	Chlebicki	May
Year 5 (October 2017 – September 2018)		
Plan to continue tracking for 2 years after grant ends	Winters	ongoing
Develop transition to put all certificates online for SLP partners (all partners, grants, state, nation, OII)	Issa Lahera	Oct – Sep
Institutionalize ISLI reform strategy within LAUSD’s innovative schools and within CSUDH’s School Leadership Program	Chlebicki	Oct – Sep
Final summative grant report	Eval team	Sep

2. Procedures for ensuring feedback and continuous improvement in operation of project

The ISLI process of continuous improvement will include quantitative data gathered from

sources detailed in the evaluation chart (Pp. 29-31), as well as qualitative information gathered via observations, interviews, surveys and informal personal contacts. Coordinators and mentors will be in regular contact with participants, and they will gather observations and comments to be relayed to the management team cabinet for consideration in program improvement. Participants also will complete annual surveys that will provide feedback for program adjustments. Two participants will have positions on the management council, so they can provide additional feedback and suggestions for improvements in council meetings. The council also includes representatives from our key partner organizations: LAUSD's Charter Schools Division and Intensive Support and Innovation Center, two charter management organizations that have a number of schools meeting ISLI criteria, and Partnership for Los Angeles Schools, which manages several low-performing semiautonomous high schools. In council meetings each semester and a yearly retreat, they will provide feedback and suggestions for improvement.

The evaluators will monitor the progress of project activities, such as certificate completions and practicum progress, by collecting and analyzing a wide range of data. Data will be presented regularly at management meetings to enable the team to make corrections at an early point. For example, the management team will regularly monitor participation—and who is participating—in activities like web book discussions, certificate training online, Practicum 1 trainings, and conferences for early signs that project adjustments need to be made.

Each mid-year, the management team will conduct a six-month review of formative data. Quantitative and qualitative data generated through ongoing assessments and data collection will be considered at management meetings, since all project adjustments will be based on specific data. Combining the many pieces of program data, the management team will ensure continuous program improvement decisions based on data collected.

The ISLI continuous improvement process will involve ISLI management, instructors and school leadership teams in a yearly review of formative evaluation data. (See formative evaluation components of chart on Pp. 29-31). During the ISLI spring conference, school leadership teams will review their formative assessment data and adjust their practicums and

strategies. Each team will share its practicum data with the other teams to communicate best practices, learn from each other and offer feedback to the program. Each summer, the USI evaluator will meet with the ISLI Management Team Cabinet, certificate developers and expert coaches to review the LAUSD School Report Card and charter school outcomes for the 30 project and comparison sites to set goals for the coming year. In addition, the summer review will use observation and interview data from struggling and successful sites, conference and training evaluations, results of the pre-post implementation and impact surveys (years 2-5), and the Comprehensive School Climate Inventory (years 3-5) to improve project implementation.

Also, ISLI coordinators will meet with individual participants, both administrators and teachers, during the summer (years 1-4) to review and revise Individual Growth Plans and identify areas where participants need support. The revision of these plans will provide feedback on common areas needing improvement, which will influence the plans for the upcoming year.

The USI evaluator will meet with the Management Team Cabinet, Management Council, and National Advisory Board to review progress toward reaching SLP and project outcomes, including progress toward credential completion, growth on student outcomes, participation, retention in project, retention at school, principal evaluations, and to review project objectives, measures, training content, or strategies as needed.