Summer 6-8-2017

Exploring the Leadership Necessary to Develop Teacher Efficacy for Working with Marginalized Students in Support of Improved Student Success: Helping Teachers Develop both the Skill and the Will to do so

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Abstract

My OIP examines the leadership to develop teacher efficacy in working with marginalized student populations, building both the skill and the will do to so. Data suggests disconnects between a District vision of *success for all* and actual student success rates of marginalized students. Research shows that teacher self-efficacy (TSE) and collective teacher efficacy (CTE) correlates directly to student success. Ignoring efficacy as a construct when working to develop teachers is something that must not continue. Principals have a lead role to play in developing a leadership structure to facilitate change.

Research on efficacy identifies instructional and transformational leadership practices by principals as influential. Efficacy is a contextual construct. As such, I share an integrated approach to principal leadership building from the theories and practices of instructional, transformational, distributed and inclusive leadership, allowing leadership to be contextual as well.

A comprehensive organizational analysis identifies three themes of focus, including principals working in a unionized environment, an absence of equity audits and systemic issues of bias towards marginalized students, and issues with communication practices within the District of focus. Plans for change include developing a shared understanding of Social Cognitive Theory (SCT) and means for developing efficacy through principal leadership between principals and the Teachers' Union. I propose the development of School Leadership Teams as an overt means of distributing leadership while developing capacity in schools and between schools. Finally, I share plans for the implementation of a number of equity audit tools to inform practice and address issues of bias. The sharing of teacher success through professional learning communities and on-line collaboration platforms takes on increased importance in all three of these plans.

My OIP is significant in that it provides a clear path to develop both TSE and CTE through an integrated leadership model for principals, utilizing SCT. I also provide a number of future recommendations to build efficacy across a number of other domains in support of increased student success.

Keywords

Acknowledgments

I would first like to thank my OIP advisor, Dr. Cheryl Bauman of the University of Western Ontario, for her wisdom, guidance, patience and sense of humour as she guided me through the final stages of my doctoral program. Dr. Bauman, you challenged my thinking, made me dig deeper into the research, and listened when I needed clarity and encouragement.

I would also like to thank members of the Department of Education of the University of Western Ontario, all who were part of this journey. I am honoured to have worked with you and am indebted for the opportunity to learn from you.

I extend special thanks to Lisa Clarke and Bob Esliger who have traveled this doctoral journey with me. I am eternally grateful for your friendship, your support and your willingness to work together over the last three years. We have shared many triumphs and tribulations; we have laughed and cried together! I am a better educator, a better leader, and a better person because of you both!

Finally, I must thank my family. To my children, Annika and Drayden who are the inspiration for this work, thank you for understanding my need to work, and for your undying love and support. To Richard, my partner and best friend, you have traveled this doctoral journey with me, side by side. You have been my rock, my reason to keep going, and my biggest champion. Thank you for putting up with me, even on my grumpiest of days!

I dedicate this OIP to all of the children who have touched my life – the ones I call my own, and the ones who I have had the privilege of working with over the years.

Diane Charles

May 2017

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Executive Summary

The expectation that teachers can meet the needs of all students in classrooms is real. Yet, beyond any training from education programs, teachers must have a can-do belief, or a sense of efficacy, that they can achieve the desired outcomes with all students in order to be successful. Research correlates teacher self-efficacy (TSE) and collective teacher efficacy (CTE) to student achievement.

Situated in a mid-sized public school District in British Columbia, my OIP examines the disconnect between the District vision of *success for all* and the achievement rates for marginalized students, including those with special needs, those living in poverty, and those from diverse ethnic backgrounds. It is my position that a lack of TSE and CTE is a major mitigating factor in the gap in success rates, as measured on provincial assessment data, between marginalized students and all other students.

Principals are the educational leaders in schools. The problem of practice (POP) for my organizational improvement plan (OIP) *explores the leadership necessary to develop teacher efficacy (Bandura, 1994, 1997) for working with marginalized students in support of improved student success, helping teachers develop both the skill and the will to do so.* The first iteration of my OIP focuses on school-level change.

Social Cognitive Theory (SCT) (Bandura, 1997) suggests four ways of developing efficacy, being mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. Efficacy is a contextual construct. As such, leadership to develop efficacy must also be contextual.

My leadership approach for change focuses on an integrated approach for principals, building from the theories and practices of instructional, transformational, distributed and inclusive leadership. This integrated approach works to support all four domains of efficacy development, allowing principals to use a multifaceted approach to work with staff.

A critical organizational analysis reveals three themes of focus for change with the District. The themes are the challenges principals face as middle managers working in a unionized environment; the inherent biases that exist at the individual, school and District level towards marginalized students; and the fundamental deficiencies in the communication

practices of the District. I present three plan-do-study-act cycles with coordinated communication plans to address the themes

Plan one focuses on developing a shared understanding of SCT and the role efficacy plays in student achievement. I recommend the development of enhanced professional learning communities, expanding from face-to-face meetings to include the utilization of on-line platforms. Means are monitoring progress are given, including the Coherence Tool (Fullan & Quinn, 2016), as well as the Collective Efficacy Tool (Donohoo, 2016).

Plan two focuses on the development of School Leadership Teams (Marzano, Waters, & McNulty, 2005). These teams will allow principals and union staff representatives to work side by side with other school leaders in support of efficacy development. Once again, PLCs play an important role in this process. The developing of networks for sharing teacher success is also a crucial step.

Plan three involves the implementation of equity audits to begin to address the issues of bias across personal, school and District levels. I provide a number of equity audits for different audiences. I divide the implementation and communication plan for the equity audits into three phases given the complexity of the issues involved around each audit.

Future iterations of my OIP see leaders from both the Teachers' Union and the District working towards a memorandum of agreement to amend hiring practices in support of teacher efficacy. Data supports the need to address issues of equity in staffing practices.

Future recommendations also include the introduction of a TSE rating scale to monitor TSE, to allow for individual development. A second recommendation sees the District and the local university working closely on issues relating to efficacy, including exploring ways of amending student teacher placements. Maximizing the role of the joint professional development task force involving the Teachers' Union, principals and District leaders in providing professional learning in response to the work of the School Leadership Teams is recommendation three. Recommendation four involves celebrating and sharing teacher success in working with marginalized students in a formal way, including the creation of District publications for distribution to other jurisdictions. The final recommendation focuses on the calls to action of the Truth and Reconciliation Commission

pertaining to education. In keeping with the findings of the TRC, education played a major role in creating the problem and must play a crucial role in moving forward.

Glossary of Terms

Aboriginal Understandings refers to a move by the Ministry of Education to ensure the integration of perspectives based on Aboriginal ways of knowing and doing into all parts of the curriculum in a meaningful and authentic manner. This will indicate a shift from learning about Aboriginal people as part of individual courses, to an integrated approach where the inclusion of Aboriginal perspectives are a part of the historical and contemporary foundation of BC and Canada (Ministry of Education, 2016a).

Change Agents or change leaders provide leadership and direction for the change (Cawsey et al., 2016).

Collective Teacher Efficacy (CTE*)* refers to the perceptions of teachers in a school that the efforts of the faculty will have a positive effect on students. It reflects people's shared beliefs that they can work together to produce desired effects (Silverman & Davis, 2009).

Distributed Leadership (DL) DL speaks of the practice of leadership rather than specific leadership roles or responsibilities. Commonly used in change initiatives, DL focuses on building capacity beyond the traditional leader. My understanding of DL in education means building expertise at all levels in the school to generate opportunities and build capacity for change. DL focuses on an interdependent instead of independent relationship between leaders and followers (Harris, 2014; Spillane, 2005).

Elementary Schools: In relation to this OIP, elementary schools serve students in grades Kindergarten through to grade 7. Students entering kindergarten must turn 5 years of age within the calendar year they start school.

Focus Schools project refers to four elementary schools identified primarily by District report card data as performing significantly lower academically in reading than other schools in the district. These schools also have higher percentages of students with identified special needs, students from lower socio-economic status, and students of Aboriginal ancestry.

Inclusive Leadership focuses on practices that advocate for inclusion for all marginalized populations. Inclusive leaders use educative approaches to develop critical consciousness and to nurture dialogue around all areas of injustice in schools. This approach focuses on student

learning, classroom practices, to influence policy and decision making in a whole-school approach (Ryan, 2006).

Instructional Leadership relates to the actions of principals in regards work done to define a school's vision and mission, manage the instructional program and promote a positive learning climate in the school (Hallinger, 2005).

Integrated Leadership: For the purpose of this OIP, Integrated leadership includes aspects of instructional, transformational, inclusive and DL (Hallinger, 2003; Marks & Printy, 2003; Printy, Marks & Bowers, 2009).

Marginalized Student Populations are students with special needs including learning difficulties and behavioral issues; students from lower socioeconomic status; and students from diverse racial backgrounds (World Conference on Youth, 2014).

Professional Development: For the context of this OIP, professional development refers to the contractual rite of teachers as determined by the British Columbia Teachers' Federation (BCTF). Teachers have autonomy over the planning and execution of their professional development time and funds.

Professional Learning: In the context of this OIP, professional learning moves beyond the contractual constraints of professional development to include "new ways of exploring how various actors in the education system understand the need for ongoing learning, but also how decision-making authority is allocated over the content and process of undertaking that learning" (Brown, Hales, Kuehn, & Steffensen, 2017, p. 11).

Professional Learning Community (PLC): A Professional Learning Community (PLC) in AGPS refers to groups of educators who work together to support a vision for learning. The main goal is to improve instruction and outcomes for all students. Following the recommendation of a collaboratively based inquiry process, data driven dialogues move conversations and action plans forward. PLCs are avenues for personal and professional growth (APGS, 2016).

SCC Decision: In November 2016, the Supreme Court of Canada ruled in favour of the BCTF in regards to class-size and class composition language being part of their contract

language, ending a 14-year dispute with the provincial government. The decision restored class-size and class composition language to 2002 levels, effective September 2017.

Self-Efficacy: Albert Bandura (1925–) pioneered the concept of Self-Efficacy as part of his Social Cognitive Theory (Bandura, 1997). Self-efficacy is the extent to which individuals believe they can be successful towards a desired outcome. For teachers, self-efficacy deals with individual beliefs that they can be successful in meeting the outcomes they set for learners. It is not about the action they do per se, but about their personal beliefs that their actions will have the desired outcome.

Secondary Schools: In relation to this OIP, secondary schools serve students in grades 8-12. There is no minimum age to enter secondary school. Students typically turn 13 the year they enter grade 8 and 18 the year they complete grade 12. However, this varies greatly. Students have six (6) years to complete the requirements to graduate.

Social Cognitive Theory: Albert Bandura's Social Cognitive Theory (SCT) refers to a psychological model of behavior. "Human agency operates within an interdependent causal structure involving triadic reciprocal causation (Bandura, 1986a). In this transactional view of self and society, internal personal factors in the form of cognitive, affective and biological events; behaviour; and environmental events all operate as interacting determinants that influence one another bidirectionally" (Bandura, 1997, pp. 5-6). The influence of each factor is not static and equal. They vary depending upon setting and circumstance.

Teacher Regulation Branch (TRB:) The Ministry of Education created the Teacher Regulation Branch (TRB), to support the implementation of the *Teachers Act*, which came into force on January 9, 2012. The TRB provides operational support to the regulatory structure for the teaching profession in British Columbia (Ministry of Education, 2016).

Teacher Self-Efficacy (TSE): Specifically relating to the beliefs of teachers, TSE is the extent to which a teacher believes his/her students can learn material; and personal, the extent to which a teacher believes her students can learn under her instruction. TSE also refers to the extent to which teachers feel they have the resources and strategies to work with all students. TSE is context specific (Silverman & Davis, 2009).

Transformational Leadership: There are four components of transformational leadership, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence and inspirational motivation captures the charisma factor of transformational leaders; whereas intellectual stimulation highlights leaders' abilities to influence followers' innovation and implies openness without fear of criticism. Individualized consideration is indicative of coaching and mentoring practices of leaders to followers. The four components work in combination to create transformational leaders (Bass & Riggio, 2006).

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Chapter 1 Introduction and Problem

1.1 Introduction

People with a desire to work with children often choose teaching as their profession. There are many qualities of effective and successful teachers, including working collaboratively with peers, having strong classroom management skills, and having success in adapting curriculum. Yet, "the expectations that schools teach a much more diverse group of students to much higher standards creates much greater demands on teachers" (Darling-Hammond, 2000, p. 166). Given these increasing demands, teachers must also have a sense of efficacy, or the can-do attitude or belief that in their inherent ability to bring about desired student outcomes in working with all students and in all schools (Tschannen-Moran & Woolfolk Hoy, 2001, 2007). Teacher efficacy falls into three categories. The first is general efficacy, which is the extent to which a teacher believes their students can learn material they are teaching. Second is personal efficacy, or the extent to which a teacher believes their students can learn under their personal instruction. The final category is collective efficacy, which focuses on the beliefs of groups of teachers and their shared beliefs that they can work together to produce a positive effect on students (Silverman & Davis, 2009).

One of the earliest mentions of efficacy in research on teacher success dates back to 1976 when items on teacher efficacy were included in a study sponsored by RAND (Armor et al., 1976). Over the ensuing forty years, researchers have been examining different ways that efficacy impacts education, for both teachers and students. Beachum (2011), Evans and Kim (2013), Francis (2013), Jensen (2009), Milner (2013), and Tschannen-Moran and Hoy (2001), report a correlation between positive teacher efficacy and student success, while Goodard and Goodard, 2001, Sandoval, 2010, Sandoval, Challoo, and Kupczynski (2011), and Hattie (2016) found similar results focusing on the role of collective teacher efficacy. The research is clear. The role of efficacy in increasing student success must be explored.

I begin Chapter One of my Organizational Improvement Plan (OIP) by setting the organizational context. I then provide a leadership-based Problem of Practice (POP),

followed by multiple perspectives of this POP. Emerging from this analysis are several questions regarding the POP, followed by my leadership-focused vision for change. Chapter One concludes with an analysis of my organizations readiness for change, as well as plans to communicate this change with identified stakeholders. Chapter Two builds from Chapter One, detailing the planning and development needed for my OIP. As the culminating chapter, Chapter Three describes, in detail, the implementation, evaluation and communication plan that will lead to successful organizational improvement, and suggests next steps for future iterations of my OIP. To set the stage, I present the organizational context of Apple Grove Public Schools (AGPS) (a pseudonym).

1.2 **Organizational Context**

My Organizational Improvement Plan (OIP) is situated in the AGPS (District), a mid-sized District in British Columbia, Canada, serving 14 000 students in over 30 schools, with approximately 2000 employees, and a stated vision of *Success for All* (AGPS, n.d.; Strategic Plan, 2014). The conservative origins of the District continue today with a focus on accountability, and a hierarchical leadership structure (Gutek, 1997). The elected Board of Education followed by the Superintendent and Assistant Superintendents form the apex of the hierarchy. School Principals and Vice-Principals are middle management, while teachers and support staff hold no official position of authority in the hierarchy; however, many are informal leaders within their school communities. A visual scan of teaching and administrative staff shows an overwhelming Caucasian dominance.

Although conservative tenets are strong in the AGPS, I would be remiss if I did not also highlight neo-liberal trends. Lakes and Carter (2011) suggest, "educational institutions have become reterritorialized with business-driven imperatives that legitimize the symbolic capital of entrepreneurial and individualized selves (p. 110). As such, AGPS offers several optional school programs as alternatives to the traditional K-12 model (Apple, 2001). Schools vie for students by presenting these options as preferred

placements for students with academic, athletic or artistic prowess. These programs of choice pull students from neighborhood schools, may require families to pay additional fees to participate, and offer no District supported transportation, regardless of the socioeconomic status of students or their families (Administrative Procedure 232, 2004). While District policy states that programs of choice must "be available to all students… within program guidelines and available school space" (Administrative Procedure 232, 2004, p.1), the reality is that exclusion occurs for students with special needs, students from diverse ethnic backgrounds, and students from lower socioeconomic status suggesting that issues of White Privilege or bias against these populations exist (Smith, 2001).

While considering the conservative and neo-liberal underpinnings of the District, I must emphasize that the District is also a unionized work environment, affecting all employee groups to some degree. Teachers are members of the BCTF (British Columbia Teachers' Federation), support staff are members of CUPE (Canadian Union of Public Employees), yet administrators and senior management are non-union employees. To complicate matters, despite the different political associations, teachers, principals and senior educational leaders' behaviour is governed by the same Standards for the Education, Competence and Professional Conduct of Educators, through the Teacher Regulation Branch (TRB) (Ministry of Education, 2016b).

Within the hierarchical structure of the AGPS, the role of the Teachers' Union cannot be minimalized. The relationship between the union and District has been challenged by repeated contract disputes, and lengthy job actions that served to create a lack of trust between union officials, teachers and management. Years of internal struggle between the union and the District around such issues as class size and composition and teacher autonomy (Larson, 2011) has led to an attempt for both groups to vie for control, often "neglecting the fact that 'local control' strengthens the grip of Teachers' Unions" (Hess & Kelly, 2012, para. 1). In 2014, the signing of a five-year contract between the provincial government and the BCTF brought labour peace to the province. There are signs that the relationship between the union and the District may be beginning to stabilize. Only time will tell if the noted thaw will continue.

While the context of working in a unionized environment is significant in AGPS, the District has also been dealing with declining enrollment since the end of the 1990s resulting in more than ten school closures, as well as major budget cuts in all areas (Ministry of Education, 2017). Declining enrollment, deficit budgets, and school consolidations have been the predominant economic focus over this time leading to a scarcity of resources and pressure from the unions and other partisan groups over spending priorities (Bolman & Deal, 2013).

Turning to look at the students of the AGPS, District and Ministry of Education data shows 17% of the students are of Aboriginal Ancestry from three First Nation Bands and two Metis groups, as well as a significant off-reserve population (Ministry of Education, 2015). Census data from 2011 also indicates that 10% of families do not speak English as their first language, translating to 4.3% of registered students in 2015 receiving ELL (English for Language Learning) support, including over 200 fee paying international students. A further 10% of all students meet Ministry criteria for special need designations (Ministry of Education, 2015). Poverty is also an issue that affects students. Brown et al. (2017) report that 1 in 5 children in BC live in poverty, with BC recording the fifth highest rate of children living in poverty in 2013. Individual schools across the District vary in the degree of their diversity, with schools in the inner city being historically more diverse than other schools, having higher designation rates, higher numbers of students in poverty, and higher percentages of Aboriginal learners (Ministry of Education, 2015).

Teachers in the District are similar to the other areas of the province, as they are much less diverse than the student population (Brown, et al., 2017). While there have been efforts to increase the number of teachers with Aboriginal ancestry across BC through a joint agreement between the BCTF and the BC Public School Employers' Association (BCPSEA), there has been limited success to date (Brown et al., 2017).

In 2012, the District underwent a yearlong process to develop a Strategic Plan (AGPS, 2014). The District vision of "*Success for All*" (Strategic Plan, 2014, p. 1) emerged as a product of ongoing public consultation. The strategic planning process led

to a reconfiguration of Senior Staff, and the development of a Department of Learning Services, setting the Assistant Superintendents and Director of Instruction responsible for the learning agenda of the District.

At the same time, the District adopted Response to Intervention or RTI (Buffum, Matteos, & Weber, 2010, 2012) as a mandated instructional practice to address the vision of *success for all*, and the primary goal of meeting the unique needs of each student. While the strategic plan celebrated a consultative process, truth be known many of the changes were initiated from the Department of Learning Services with limited direct consultation with school-based principals or teachers. Part of the implementation of RTI caused uncertainty for staff, particularly around the restructuring of the roles for specialists, such as counselors, speech and language pathologists and school psychologists, which challenged the traditional model for school support services.

Combined with the issues related to declining enrollment and scarcity of resources, the changes in the structural frame of the District impacted teachers' beliefs, or their personal efficacy, that they could successfully achieve *success for all* (Bolman & Deal, 2013).

1.2.1   **Focus Schools Project**

In 2014, AGPS identified four inner-city elementary schools as Focus Schools based on report card data, early literacy screening and socioeconomic vulnerability. Provincial assessment data on reading, writing and numeracy also supported these designations (Ministry of Education, 2017). Students in these schools were performing significantly below those in other elementary schools, particularly in the area of reading. Part of the plan saw the allocation of additional staff and resources to these schools, including assigning principals as full-time administrators. A part-time reading specialist teacher was added to each school to build teacher capacity in reading instruction. All specialty teacher positions were increased.

The changes made through the focus schools project should have been a powerful boost to these schools. However, indicative of the bureaucratic structure of the District, the Focus Schools project was designed by senior staff with little consultation with the

school-based principals or staff prior to implementation (Bolman & Deal, 2013). District staff, leaving principals as implementers not instigators of change (Cawsey, Deszca, & Ingols, 2016) set the goals. As a principal of one of the Focus schools, I felt like I was building the plane while I was flying it (O'Hagan & Nespoli, 2007).

1.3 **Leadership Problem of Practice**

My POP explores the leadership necessary to develop teacher efficacy (Bandura, 1994, 1997) for working with marginalized students in support of improved student success, helping teachers develop both the skill and the will to do so.

Teacher Efficacy, as developed through Social Cognitive Theory (Bandura, 1994, 1997, 2001, 2002, 2012) relates to the degree in which teachers believe they *can* make a difference in the educational outcomes for students. In the words of Bandura,

> Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. …People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided …(this) efficacious outlook fosters intrinsic interest …They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable... Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. (Bandura, 1994, p.2)

Efficacious teachers persevere in the face of adversity, and believe that they can be successful even in challenging situations. Even the most dedicated and skilled teachers can suffer from low self or collective efficacy when the system has limitations in supporting efficacy development. Using Bolman and Deal's (2013) four frames as discussion points, I contend that efficacy suffers, however, in the AGPS given a structural frame reflecting a professional bureaucracy, resulting in the removal of decision making from individual teachers and schools. The political frame causes lobbying for scarce

resources, and partisan actions by unions that place these political needs of the union over the needs of students and teachers. The symbolic frame suggests dissonance between the District vision and the cultural norms and values of schools, making it difficult to meet the needs of the all students. I suggest that this dissonance helps to support the culture of the District (Barr & Gibson, 2013; Muhammad, 2009; Schein, 2016) that actually exacerbates both TSE and CTE in truly meeting the needs of all learners.

As an elementary school principal working in inner city, non-inner city, and focus schools, my experience suggests that issues of efficacy are not school specific. It is my experience that all schools have diverse student populations, as well as teachers who bring a varied skill set to their assignments. However, evidence exists far beyond my personal observations. While staffing data shows a consistent disparity in rates of job postings between focus and non-focus schools (AGPS – Human Resources, 2014, 2015, 2016) supporting a cultural belief that focus schools are much more difficult to teach in, student performance data suggests a much broader issue.

Results from FSA assessment in reading, writing and numeracy show significant gaps between both participation rates and success rates when comparing results for all students and those for students with Aboriginal Ancestry, ELL backgrounds, or special needs regardless of what school these students attend (Provincial Reports, 2015). Success for all it would appear actually means success for some. Change in how the district supports teachers in working with all students is needed to address this achievement gap.

1.4 Perspectives on the Problem of Practice

1.4.1   Historical Overview

Success for all means little if all are not being successful. While there are multiple ways to determine success in a school system, AGPS continues to focus on academic achievement and graduation rates as the primary indicators for student success. Research shows teacher self-efficacy (TSE) and collective teacher efficacy (CTE) is positively correlated to student success (Beachum, 2011; Evans & Kim, 2013; Francis, 2013;

Goodard & Goodard, 2001; Goodard, Hoy & Hoy, 2000; Hattie, 2016; Jensen, 2009; Milner, 2013; Sandoval, 2010; Sandoval, Challoo, & Kupczynski, 2011; Tschannen-Moran & Hoy, 2001, 2007). Therefore, I propose that using provincial assessment tools is one way to access levels of efficacy for teachers working with various groups of learners. Disaggregation of the data is possible to focus on each of the marginalized groups. Further, specific areas of focus for teacher development can be determined for each group (reading, writing, numeracy). Report card, as well as other locally collected data, may provide other means of tracking progress over time. However, for the purpose of my OIP I will focus on the Foundation Skills Assessment (FSA) data.

First, in order to use assessment data to discuss student achievement, students must first participate in the assessment. Historically speaking, the participation rates for marginalized students on the FSAs for grade 4 and 7 students in the province in general and the District specifically have been significantly lower in comparison to all students. While there is no data to determine the exact reason for students not participating, the gap is concerning (Appendix A). I determined the mean gap between "all students" and three sub groups Aboriginal, English Language Learners (ELL), and students with special needs in grades 4 and 7 over a five-year period. Results at the grade 4 level show a 5% gap for Aboriginal students, which increases to 12.3 % for ELL students and an astounding 24% gap for students with special needs (Provincial Reports, 2015) versus all students. Results for grade 7 students are similar. There is a 4-6% gap for Aboriginal learners, a gap of 10% for ELL students, and sadly, a 25% gap for students with special needs. Given that the definition of students with special needs includes "Sensory Disabilities, Learning Disabilities and Behaviour Disabilities" and the guidelines for the administering of the tests includes the ability to offer adaptations identified in Individual Education Plans, the gap is more than concerning (Ministry of Education, 2015).

Not only do marginalized students participate at lower rates than all students do, the results for the students who do participate are consistently lower. Using data from the same period to determine the mean for students meeting or exceeding expectations (Appendix B), results for grade 4 learners clearly show an average of a 5% gap for Aboriginal students, a 12% gap for ELL students and a 24% gap for students with Special

Needs. The aboriginal students in grade 7 score 4-10% lower across the three domains, while the ELL students' achievement shows an approximate 9% gap and the students with special needs a worrying 25% gap.

The participation and achievement data becomes more concerning when viewed considering the provincial and District philosophy and policy, respectfully, on inclusion. The province supports the principle of inclusion writing that "all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education" (Ministry of Education, 2016a, p. v). Yet, the District is even more precise in its policy.

In 2016, the District adopted a formal policy and administrative procedure on inclusion (Inclusion Policy - Board Information, n.d.). The first of its kind in the province, this policy goes beyond the traditional focus on students with special needs to address all areas of diversity, including race, socioeconomic status and sexual orientation. The District asserts that inclusion is based on principles of respect and equity, that it honours diversity, and supports the creation of a safe, supportive environment for all staff and students (Inclusion Policy - Board Information, n.d.). It is a District expectation that students of all abilities and from all backgrounds will be included and supported in classrooms.

While the province and the District support inclusion, the debate on class size and composition continually challenges these beliefs. From 2002 until the Supreme Court of Canada decision of 2016 reinstated contract language effective September 2017, class size and composition were major areas of contention (CBC News, 2015; School Act, 2015). The restored language places now place firm limits on class size and composition. However, neither the existing language nor the restored language place limits on the number of identified ELL students in classrooms.

Regardless of the language of the contract, it is important to emphasize the expectation that general classroom teachers differentiate the curriculum for all students according to the District Achievement Contract and Strategic Plan (AGPS, 2014, 2015). Similarly, the Teacher Regulation Branch standards 1, 3 and 5 insist that teachers and

principals act in efficacious ways towards all students (Teacher Regulation Branch, 2016). My OIP focuses on the role that efficacy plays in getting to a place where teachers feel they *can* teach the students assigned to them, regardless of contract language. I turn now to Bolman and Deal's four-frame model (2013) for further discussion on the District context.

1.4.2 **Organizational Theories in Relation to POP**

Issues emerge in the structural, political, human resource and symbolic frames (Bolman & Deal, 2013) when examining the issue of leadership and teacher efficacy from an organizational perspective. Structurally, AGPS is a bureaucratic hierarchy akin to the Weberian theory, with a fixed division of labour, the reliance on technical qualifications for selecting personnel, and view that employment is both an occupation and a long-term career (Bolman & Deal, 2013). Superintendents and senior leaders occupy the top of the hierarchy, while principals as middle managers responsible for their individual school sites within the parameters set by District Board Policies and the Ministry of Education.

Another way of looking at the organization is through Mintzberg's Model (Bolman & Deal, 2013; Mintzberg, 1979). This model identifies teachers as the operating core, principals as the middle line or the administrative component, and the superintendent and school boards at the apex (Bolman & Deal, 2013, p.75; Mintzberg, 1979). While teacher development in support of student success is well supported throughout the organization, it seems that an urgency around efficacy development has not yet reached the apex, or Superintendent's level of authority. As a result, no inherent mechanism in the current structure allows for the development of leadership for teacher efficacy development.

Considering the District through the human resource frame highlights several issues as well (Bolman & Deal, 2013). Basic human resource strategies include hire the right people, keep them, invest in them, empower them, and promote diversity (Bolman & Deal, 2013, p. 140). This process is problematic as principals in AGPS have little input on the staff assigned to their schools as the post and fill process outlined in the Collective

Agreement is primarily seniority driven (Collective Agreement, 2015). Further, due to declining enrollment and other budgetary constraints, yearly lay-off lines target teachers with low seniority. As a result, the turnover rate for teachers is high which makes building collective teacher efficacy difficult (Knoblauch & Woolfolk Hoy, 2008). While no internal audit data is currently available on teacher quality to track areas such as years of experience, education and specialties, current practice in the District sees the junior-most teachers hired to the most demanding jobs, consistent with research on factors that negatively affect teacher effectiveness (Darling-Hammond, 2000). As efficacy develops with mastery experience (Bandura, 1997), the supposition that the current human resource frame negatively influences the development of teacher efficacy can easily be made.

Turning to the political frame, the reality of scarce resources impacts "the capacity to make things happen" for both principals and teacher (Bolman & Deal, 2013, p. 190). Although the district is hierarchical in nature, the unionized environment leads to ongoing processes of negotiating and bargaining to get things done. Superficially, the authority may rest at the top of the organization with the Superintendent and the Board; however, the unions work as partisan groups through lobbying and political action to represent the needs of their members. This pressure is often greatest at the school level.

The political power the Teachers' Union has over the ability of principals to work with teachers on District initiatives is evident in a number of recent examples. Organized resistance to the implementation of RTI, as well as to District Assessment practices, including use of a District-wide reading assessment to inform instruction, are examples of where this resistance may interfere with principals supporting teachers in the development of personal and collective efficacy (AGPS, 2014; Goddard, Hoy, & Hoy, 2000). I have witnessed time and again the strong voice from the union either negate or enhance the practices of even the most passionate of principals, depending upon the political mood at the time. While the relationship between the union and the District is improving, more work is necessary to move to a culture of trust that will resonate through schools.

The fourth of Bolman and Deal's Four Frame model focuses on the symbolic aspects of the organization, including the culture, vision and goals of the District. The strategic plan of AGPS states a vision of *success for all* with three distinct goals for the organization -meet each students' unique needs; the continuous improvement of instruction and assessment; and enhanced facilities for learning (Strategic Plan, 2014). The symbolic frame would suggest the vision and goals would work to link the District's historical legend and core teachings to future events, setting the stage for a shared culture focused on student learning in all schools (Bolman & Deal, 2013). Sadly, for marginalized students, the stories shared in various staff rooms across the District suggest that issues of white privilege and bias persist, especially when viewed through the participation and success rates for students (Daniel, Campbell, Portelli, & Solomon, 2005; Darling-Hammond, 2000; Sleeter, 2001; Smith, 2001).

In terms of culture, "the way we do things around here" (Bolman & Deal, 2013, p. 263) permeates staffroom conversations and often results in resistance to change. The introduction of RTI greatly challenged long held beliefs around how to meet the needs of students with learning and behaviour issues. More recently, the implementation of reading assessments designed by teachers for teachers within the District resurfaced fears of teacher ratings and accountability that threatened to over shadow any possible benefits. The symbolic frame, then, plays a significant role in the organization in terms of efficacy, as when the values and group identity of teachers is challenged by shifts in the symbolic frame, efficacy suffers (Brownell & Pajares, 1999; Kosar, 2015).

1.4.3   Recent Literature Providing Perspective on POP

My literature review focuses on the link between principal leadership practices and the development of both TSE and CTE. Principals are responsible for their school sites. While District change needs support from all levels within the hierarchy, school-level change in efficacy development will rely first on the role of principals. While there is no single recipe for principals to follow that will definitively develop efficacy in teachers, researchers have investigated several promising leadership practices.

Akan (2013) shows a statistically significant relationship between CTE and transformational, transactional and laissez-faire leadership styles. While all of the leadership styles affect the overall level of CTE, Akan (2013) suggests that transformational leadership has the most positive affect overall. Transformational leadership allows principals to work directly with teachers on a shared vision, to build a common purpose, and to focus on the moral imperative. Developing a can-do attitude amongst staff, highlighting positives, and celebrating successes are aspects of what a transformational leader would do to support efficacy.

Calik, Sezgin, Kavgaci, and Kilinc (2012) chose to focus on the relationship between instructional leadership and TSE and CTE. They found that the highest correlation for this style of leadership was between CTE and the principals' role in supporting and developing teachers (Calik et al., 2012). Of equal importance was the relationship between TSE and instructional leadership in relations to teacher evaluations of student progress and TSE for using instructional strategies (Calik et al., 2012). According to the authors, instructional leadership has more effect on CTE than TSE, yet it positively influences both (Calik et al., 2012). Of importance from this research is the premise that both TSE and CTE increase with principals' use of instructional leadership practices where principals are involved directly with the instructional programs within their buildings.

Fancera and Bliss (2011) also study instructional leadership, examining the relationship between school socioeconomic status and school achievement while questioning whether instructional leadership by principals has a direct or indirect effect on achievement, using CTE as a mitigating factor. The authors cite numerous earlier studies showing a positive relationship between CTE and school achievement, and the direct actions by principals. The authors suggest that many of the instructional leadership functions are analogous to Bandura's (1997) sources of self-efficacy (Fancera & Bliss, 2011, p. 352), which would include providing opportunities for mastery experience, vicarious reinforcement, and verbal persuasion for teachers (Bandura, 1997).

TSE is also affected by the trust teachers have in their principal (Kosar, 2015) and is related to teacher professionalism. As teacher efficacy deals with an individual teacher's beliefs that they can make a difference in student learning, and teacher professionalism equals teachers "taking responsibility of student learning" which happens when teachers "create a positive atmosphere for student learning, design high-quality classroom practices and apply them effectively" (Kosar, 2015, p. 258), the role of trust in principals is pivotal. Whereas other researchers focused on specific leadership practices regarding teacher efficacy, Kosar (2015) adds to the conversation by indicating that "efficacy is related to principal leadership style, resistance to change, organizational citizenship behaviours and academic success of students" (p. 260). While not definitively stated, these behaviours are indicative of a transformational leader that creates a shared vision of success for staff and students.

Lilla (2013) reviewed literature relating to teacher efficacy and principal leadership practices in high needs schools. Citing numerous researchers, Lilla (2013) identifies facets of both instructional and transformational leadership shown to affect positively teacher efficacy. Her research focuses on six aspects of transformational leadership, including providing vision, modelling behaviour, fostering commitment to group goals, individualizing support, providing intellectual stimulation, and high-performance expectations. Interestingly, Lilla (2013) found that all aspects of transformational leadership positively affect teacher efficacy.

Admittedly, suggesting that the shared studies cover all possible leadership strategies, philosophies or practices that will positively affect teacher efficacy would be difficult to support. However, principal use of transformational and/or instructional leadership are widely supported for efficacy development. As such, in Chapters Two and Three I will build from this research, expanding to include tenets of how DL and inclusive leadership practices can also develop efficacy, and introduce what Marks and Printy (2003), Printy, Marks, and Bowers (2009) and Hallinger (2003) describe as an integrated leadership approach, for change in support of efficacy development.

1.4.4   **PESTE Factor Analysis**

A PESTE analysis (Caswey, Deszca, & Ingols, 2015) helps to reveal several perspectives on my POP on the subject of efficacy and marginalized populations. Politically speaking, both the Ministry of Education (n.d.) and the policy and administrative procedure in the District (2016) support the inclusion of students with diverse backgrounds in classrooms. However, the removal of class size and composition limits from the teachers' contract by the Government in 2002 caused the Teachers' Union to continually argue that working conditions were not conducive for learning for all students (BCTF, n.d), in direct contradiction of the District vision of success for all (Strategic Plan, 2014). The impact that the recent Supreme Court of Canada (SCC) decision restoring the 2002 language into the collective agreements across the province will have on this political argument (Supreme Court of Canada, 2016) is unknown at this time.

The reality of working in a District with declining enrollment puts economic pressures on teachers' beliefs in their ability to achieve the success as financial issues impact decisions in all areas. A case in point is the yearly practice of laying off teachers to accommodate budget shortfalls and shifting student demographics. At the end of the 2015/2016 school year, teachers with 7 years or less received one of the 150 or more layoff letters from the District. Current staffing practices mandated through the Collective Agreement (2011) place seniority over other qualifications. While most teachers are successful in getting a position somewhere in the District for the following year through a post and fill process, the unrest in schools is palpable. Unfortunately, this process often leaves the most inexperienced teachers in the most challenging schools and classrooms, based on socioeconomic and class composition data (Provincial Reports, 2015), as jobs deemed as more desirable are taken by teachers with higher seniority. Further, teachers with temporary or part-time contracts are often not eligible or available for professional learning opportunities given to their full-time, continuing counterparts (Brown et al, 2017). It is hard to develop skill in regards to working with all students in an equitable manner given the current staffing model.

Case in point is the teacher turnover rate in the four focus schools. These schools have already been identified as having the greatest vulnerability based on report card data and socioeconomic status, yet they continue to experience higher turnover rates than all other elementary schools in the district, with three to five additional postings per year (Appendix C) (AGPS, n.d.; AGPS-Human Resources, 2014, 2015, 2016). It is important to note that the staffing data does not include District level positions added to support the Focus Schools project. Yet, as staffing allocations for specialist teachers have also been shifted to support these focus schools, the rest of the elementary schools have experienced a reduction in teacher supports, which may account for a decrease in efficacy for teachers in other schools as they feel their access to key supports are dwindling (AGPS, 2014).

Within the social and cultural context of the District, issues of white privilege and bias persist (Daniel et al., 2005; Sleeter, 2001; Smith, 2001). I support this supposition with evidence showing students with special needs, students with ELL backgrounds, and students of aboriginal ancestry consistently scoring lower than non-special needs, English speaking and non-aboriginal students (Provincial Reports, 2015). In addition, while a new curriculum for the Province becomes mandatory in September 2016 for grades K-9, emphasizing the weaving of Aboriginal Understandings throughout all content area, the District and province is providing minimal professional learning or specific resources to facilitate a shift in pedagogy (Ministry of Education, 2016a). One example of Aboriginal Understandings that needs to be developed is in addressing the impact of Residential Schools (BCTF, 2016). All educators will need to address any inherent biases towards Aboriginal learners to facilitate a shift in pedagogy (Daniel, Campbell, Portelli, & Solomon, 2005; Sleeter, 2001; Smith 2001) as well as develop a skill-set to teach the new curriculum.

Many practices within the District are supportive of teachers developing TSE and CTE. The adoption of RTI as a District mandate for addressing the needs of all learners, and continued work by the District PBIS leadership team on implementing behavioural RTI or Positive Behaviour Interventions and Support (PBIS) (Sugai & Simonsen, 2012) practices are two such examples that would support the culture of the District being

supportive of marginalized students. Yet, this is not the case. Less than half of the elementary schools have moved toward full implementation of PBIS, including just two of the four focus schools (AGPS, n.d.). Implementing PBIS with fidelity has shown to increase teacher efficacy both individually and collectively (Brownell & Pajares, 1999; Kelm & McIntosh, 2012; Micek, 2014).

Technology challenges interfere with efficacious behaviours for teachers. Even though it is 2017, it is not a stretch to suggest that some staff continue to experience challenges with the demands of responding to emails, writing report cards and using technology to enhance lessons in meaningful ways. In 2015, the introduction of a new student information system to all schools in the District mandated the use of computers to do daily attendance among other things. To facilitate the shirt, all enrolling teachers were given a laptop and Wifi was enhanced in all school sites. Technical issues plagued the implementation, increasing reluctance of some teachers and even school principals to adopt the new system in full. Technology is one more layer of complexity needing consideration when in view of developing TSE and CTE.

The environment is the final area of the PESTE analysis and is best-described using Nadler and Tushman's Congruence Model (Caswey et al., 2015; Nadler, Tushman, & Hatvany, 1982). The environment makes many demands on the organization, including budget shortfalls related to provincial funding and declining enrollment; a School Act that dictates class size and class composition levels; and teacher and principal standards regulated by the Teachers' Regulation Branch through the Ministry of Education. Secondly, there are a number of constraints placed on the organization from the environment as well (Nadler et al., 1982). The collective agreements between teachers and the District in regards to hiring practices and teacher placements is one such constraint. Partisan actions of the Board of Education based on lobbying from union groups, parents, and other stakeholders is another. The reconfiguration of schools in the District based on shifting demographics as well as parental and student demand for program options are further constraints. Finally, the current emphasis on resource allocations to the Focus Schools that have reduced allocations to other schools in the District is also a constraint. Yet, the environment also provides opportunities for the

organization to explore (Nadler et al., 1982), which turns some of the inherent challenges into areas of focus for change. Some areas that are already changing include priority shifts in the 2015-2016 and 2016-2017 District budgets which demonstrated that a change from a facilities/structural focus to a learning focus is possible (AGPS, 2016; Bolman & Deal, 2013).

The District has also adopted a Professional Learning Community Model (PLC) embedded in the workday with the goal of improving student learning. However, other resources that support efficacy development, as promoted by social cognitive theory (Bandura, 1997), including the current model of staffing through seniority versus mastery experience, and the degree to which instructional leadership by principals is supported over other leadership practices, including distributed leadership theories, have not shifted (Hallinger, 2005; Harris, 2014; Spillane, 2005).

1.4.5 Internal Data and Equity Audits

An analysis of internal data to inform my problem of practice is limited to available data from the District. Apart from my personal observations and experiences over 27 years of working in both inner-city, focus, and non-inner schools as a teacher and administrator, actual data as suggested by Equity Continuum from the Centre for Urban Schooling (2011), as well as a teacher quality audit (Skrla, Scheurich, Garcia, & Nolly, 2004) are non-existent. Looking at post and fill data available on the District website confirms higher teacher turnover in the focus schools than non-focus schools (AGPS, n.d.). This is problematic because a lack of stability in teaching staff contributes to lower collective teacher efficacy as establishing and maintaining a sense of team is more difficult (Goddard, Hoy & Hoy, 2000). Unfortunately, regardless of school classification, there is constant change of teaching staff in schools due to the current post and fill language of the collective agreement.

1.4.6 External Data

Given the geographic region served by the District, there are limitations in using Statistics Canada data to describe ethnic diversity and socioeconomic status demographics as the reporting areas do not align with District boundaries. According to

2011 Census data, 11% of the base population reported English as not their first language (Statistics Canada, 2011), aligning with Ministry data that suggests a similar ELL population (Provincial Reports, 2015). Statistics from the province for 2012 indicate 3.6% of students 14 years and age and under live in families receiving social assistance for more than a year, while a further 2.6% have received assistance for less than a year (Government of BC, 2013). As reported, Brown et al. (2017) indicate that 1 out of 5 children in BC live in poverty.

1.5 **Leadership Perspective and Philosophy Related to OIP**

I have yet to find one leadership practice or philosophy as the panacea for change. Leadership, like efficacy, is context specific and different contexts require different approaches. Further, leadership is not role specific. In order for my OIP to be successful, leadership will come from many players, including school principals and lead teachers. The leadership perspective in relation to my OIP supports the philosophies of transformational, instructional, distributed, and inclusive leadership practices (Avolio, 2005, 2007; Avolio & Bass, 1995; Avolio, Walumbwa, & Weber, 2009; Barr & Gibson, 2013; Bass, 1990, 2008; Bass & Riggio, 2006; Bryk & Schneider, 2002; Fullan, 2014; Fullan & Quinn, 2016; Hallinger, 2005; Harris, 2004, 2014; Muhammed, 2009; Northouse, 2016; Ryan, 2006; Schein, 2016; Spillane, 2005). One of the most evident leadership practices in developing CTE is that of the transformational leader, a leader who is attentive to the needs and motives of their teaching staff, and works with them to help them reach their fullest potential (Bass & Riggio, 2006). Transformational leadership also helps build a trusting, cohesive sense of team in a school. Yet, while transformational leadership may grow CTE, I do not believe it will fully support the growth of TSE in working with marginalized students. For this reason, I now consider the role that instructional leadership plays in relation to my OIP.

Instructional leadership demonstrates how the principal works to align school goals with the broader District vision, as well as how they focus on creating a positive school learning climate (Hallinger, 2005). By focusing on learning, the instructional

leader shares a common purpose with teachers and shows teachers that they are with them in their struggles and triumphs in the classroom. I would be remiss if I did not include aspects of inclusive leadership (Ryan, 2006) given the social justice focus of improving success for marginalized students in my OIP. Inclusive leaders are classroom focused, keep inclusion at the forefront, and influence policy and decision making.

Distributed leadership works in conjunction with transformational, instructional and inclusive leadership as it develops interdependent action between principal and teachers, creating shared and collective leadership practices that build capacity for change (Hallinger, 2005; Harris, 2004, 2014; Northouse, 2016). Hallinger (2003), Marks and Printy (2003), and Printy et al. (2009) include distributed practices in their discussions of both instructional and transformational leadership. Aspects of all four leadership philosophies combine to create an integrated leadership philosophy, allowing principals and other leaders to use a variety of approaches to best support teachers in the development of efficacy.

Some may consider the integrated leadership approach to be too broad, non-specific and unattainable for principals or other leaders to accept as an effective means for supporting efficacy development. However, as will be seen in Chapter Three, this broad approach fully aligns with effective schools' research (Marzano, Waters, & McNulty, 2005), and is supportive of change as suggested by Hargreaves and Fink (2009) and Fullan (2014), and Fullan and Quinn (2016). Leadership for change will be more fully discussed in Chapter Two, and a full plan of action using an integrated leadership approach will be presented in Chapter Three.

1.6 **Guiding Questions Emerging from the POP**

In examining my POP in the larger picture of organizational improvement, I now considered several questions emerging from my POP. First, what is the primary factor that influences low efficacy for teachers in working with marginalized student populations? Several researchers suggest that student behaviour is one of the most challenging areas for teachers to deal with and efficacy develops through success or

failure in this area (Brownwell & Pajares, 1999; Kelm & McIntosh, 2012; Micek, 2014). Others focus on the beliefs teachers have in regard to working with students from lower socioeconomic status and have suggested that beliefs around out of school factors override teachers' beliefs that in-school efforts will have positive effects on students (Belfi, Gielin, De Fraine, Verschueren, & Meredith, 2015; Goddard & Skrla, 2006; Knoblauch & Woolfolk Hoy, 2008;). Conversely, others have focused on the ability of teachers to differentiate instruction (Dixon, Yssel, McConnell, & Hardin, 2014). I will explore several possibilities, as there is not one answer to this question.

A second question focuses on how principal leadership influences the development of efficacy in teachers. Specifically, what is it that principals can or will do daily that will support the development of teacher self and collective efficacy, specifically for working with marginalized students? Research to date suggests that principals must have a varied tool kit to be effective leaders in this area (Akan, 2013; Calik et al., 2012; Fancera & Bliss, 2011; Kosar, 2015; Lilla, 2013; Rew, 2013). Given the context of my OIP, use of the British Columbia Principal and Vice Principal Leadership Standards for Principals (BCPVPA Standards Committee, 2015), with the consideration of developing individual growth plans for principals which focus on the development of efficacious behaviours for teachers will be considered.

The next question deals with measuring change. How can principals or District leaders measure shifts in efficacy in ways that will not exacerbate efficacy issues or harm cultural issues related to trust between the District, principals and teachers? Schein's (2016) multistep group process, as well as work by Fullan (2014), Fullan and Quinn (2016), Muhammed (2009), Bryk and Schneider (2002) and Barr and Gibson (2013) support the need to address school culture and to focus on issues related to trust. Transformational leadership may indeed be the key in this area.

My last question is perhaps the most significant. How will the unionized environment impact steps to address teacher self and collective efficacy? This question is one that will require a great deal of one on one work with key union officials as, given the level of the historical mistrust between government, senior administrators, principals

and the Teachers' Union, transparency of purpose in regarding my OIP will be essential (Kilian, 2015).

1.7 **Leadership-Focused Vision for Change**

1.7.1   **Gap Identification**

My vision for change as a leader in my organization involves improving the life chances for marginalized students by addressing issues related to TSE and CTE. Teachers must have a can-do feeling before they will engage in what many say is difficult work of adapting curriculum, making connections, and ultimately coming to terms with any self-perpetuating biases and beliefs that they may have in working with learners who do not meet the expected norm for learning or behaving, or reflect teachers own cultural and socioeconomic backgrounds.

The gap in efficacy for teachers stands out in two ways. As stated, post and fill data clearly shows higher teacher turnover rates for the focus schools (AGPS-Human Resources, 2014, 2015, 2016). The Focus Schools have higher designation rates, higher percentages of aboriginal students, and higher levels of student poverty than the other elementary schools in the district (BC Stats, 2012; Provincial data, 2015). Conversations with union officials suggest that it is a rite of passage for teachers to work themselves out of the inner-city schools, reinforcing the widely held belief, passed through staff room stories and district narratives indicative of the symbolic frame (Bolman & Deal, 2013) that Focus Schools are far more challenging to teach in than other schools. Indeed, when I left the inner city after 27 years as a teacher and administrator my colleagues celebrated my freedom. Some suggested I would be bored in my new assignment, going as far as saying it it would be much more like Disneyland! While I agree that my time in the inner-city schools was often challenging, all schools present opportunities and challenges that principals must address in support of student learning, safety and success.

In addition to the gap in teacher postings between focus and non-focus schools, measurements of student participation and success rates on the FSA's is also an indicator

of TSE and CTE.   As has been shared, there are significant gaps in both participation rates and student success rates between students identified meeting the criteria as marginalized and all students. As teacher efficacy correlates to student academic success, FSA data is a possible source of data to track improvement in efficacy over time. Yet, where does the work on efficacy come from?

Efficacy is rooted in Social Cognitive Theory (Bandura, 1997, 2001, 2002, 2012). Narrowing down to TSE, Bandura (1997) postulates that efficacy grows from four sources of knowledge:

> enactive mastery experiences that serve as indicators of capability; vicarious experiences that alter efficacy beliefs through transmission of competencies and comparison with the attainments of others; verbal persuasion and allied types of social influences that one possesses certain capabilities; and physiological and affective states from which people partly judge their capableness, strength, and vulnerability to dysfunction. (p. 78)

CTE, also based on Social Cognitive Theory, focuses on the power of a group over individuals (Bandura, 1997; Goddard et al., 2000). In keeping with Bandura's work, Goddard and Skrla (2006) suggest that CTE develops through active or vicarious experiences, social persuasion of individuals and groups, and individual feelings and reactions to different situations.

The symbolic frame (Bolman & Deal, 2013) comes into play once again as CTE grows when success is celebrated and falls when failure takes hold of the conversation. Strong CTE "fosters student achievement by creating a school culture characterized by a norm of, and an expectation for, sustained effort and resiliency in the pursuit of school goals for student growth and development, particularly academic achievement" (Goddard & Skrla, 2006, p. 221). Not only does TSE and CTE impact student achievement, TSE and CTE are also a major predictor of teachers' overall competence and commitment to teaching (Ross & Gray, 2006a, 2006b; Silverman & Davis, 2009).

Efficacy may seem like a small piece of the overall puzzle for principals to work on when addressing social justice change in support of marginalized students. I suggest, however, that it is a missing piece in the District's work on moving the vision of *success*

for all from the printed word to something actionable. Leadership is necessary to help teachers realize that they *can* work with all students in meaningful ways. Ideally, this level of change would be initiated from the apex of the organization, with the office of the Superintendent. Yet, from my current position as in middle management as a school principal, the change plan will be directed at school-level change.

1.7.2   Priorities for Change

I have identified two priorities for change in consideration of the perspective of my POP. The first priority is to increase the understanding of issues related to TSE and CTE between principals and union members as impacted by contractual issues by working directly with members of the Teachers' Union. The second priority involves using the existing Professional Learning Community (PLC) structure in District, including a newly structured principal PLC time, to build capacity for principals in relation to leadership practices that support the development of teacher efficacy. The formal introduction and review of various leadership theories and practices, including inclusive leadership, instructional leadership, transformational leadership and distributed leadership, as well as work on organizational culture is necessary (Avolio, 2005, 2007; Avolio & Bass, 1995; Avolio, Walumbwa, & Weber, 2009; Barr & Gibson, 2013; Bass, 2008; Bass & Riggio, 2006; Bryk & Schneider, 2002; Fullan, 2014; Fullan & Quinn, 2016; Hallinger, 2005; Harris, 2004, 2014; Muhammed, 2009; Northouse, 2016; Ryan, 2006; Schein, 2016; Spillane, 2005). Without having a solid foundation to build awareness of the need for change, no change initiative, regardless of its value, will be successful (Cawsey et al., 2016). While some may see the work needed with the union and the principals' group as mutually exclusive, it is my opinion that openness and inclusivity between the two groups is necessary to help address the inherent mistrust that has plagued the District and the Province for years (Kilian, 2015).

1.7.3   Envisioned Future State

The envisioned future state for the District celebrates and builds on promising practices that are currently supporting the development of teacher efficacy. The Focus

Schools Project is an example, as, although created through the bureaucratic structure of the District, it openly addressed equity issues around support for marginalized students. Moving forward, similar change initiatives would see principals fully included in the initiation phase to develop their personal feelings of efficacy. Without such inclusion principals, and ultimately teachers, will see themselves as the passive recipients of change. Cawsey et al. (2016) warn that such feelings can lead individuals to feel as if their self-esteem and self-efficacy are under attack.

A promising practice that may help build efficacy throughout all schools in the District is the Professional Learning Communities model adopted in 2014. Imbedded in the work day, and created in partnership with the Teachers' Union and senior staff, the focus of the PLC time includes the alignment of practices in schools with the District Vision of Success for All (Strategic Plan, 2014). Principals are key players in successful school-based PLCs as they are responsible for ensuring the conversations stay focused on student learning. The PLC model supports the development of principal leadership to support growth in teacher efficacy for working with all students. Principals are not all at the same level of comfort in assuming the leadership needed to be successful in this role. I will share a plan of support for developing principal leadership in Chapter Three of my OIP.

1.8 **Organizational Change Readiness**

Assessment of organizational change readiness requires a multi-tiered approach. An examination of the structural, cultural and human resource frames of the district through a stakeholder analysis and a variety of equity audits will raise awareness of the change needed, leading to a shift in practice to facilitate such change (Bolman & Deal, 2013; Cawsey et al., 2016). Given my position in the District as an elementary school principal, chair of the Elementary Administrators' Group, member of the District Leadership Team, and District trainer for PBIS, I have the direct ability to raise awareness on issues related to efficacy. The Adoption Continuum or AIDA (Awareness, Interest, Desiring Action, Moving to Action or Adopting the Change) tool identifies those

who can affect the change as well as those who will be affected by the change (Cawsey et al., 2016, p. 199). There are multiple layers of change needed in the District, and multiple stakeholders needing careful consideration and attention. The Adoption Continuum shows most key stakeholders are at an awareness stage regarding issues of efficacy affecting marginalized students, with some variation within subgroups. The full continuum is available in Appendix D.

Working on my vision for change includes working with the stakeholders that I have direct contact with, including my principal colleagues, the assistant superintendents, and the staff of my school. These relationships are established and ongoing. However, I must also establish a working relationship with key members of the Teachers' Union executive, specifically school-based staff representatives, if the leadership view for change is going to move forward in any substantial manner.

Given the variance in Adoption Continuum, there are tools needed to raise awareness for change (Cawsey et al., 2016). The District's vision of *success for all*, with the primary goal of meeting the unique needs of all leaners (AGPS, 2015) suggests that there is *no* lack of awareness and interest in raising the achievement of all learners (Strategic Plan, 2014). However, compelling evidence has been presented that suggests that something is missing in relation to issues of both TSE and CTE where efficacy influences teachers' belief that they *can* reach these stated objectives (Goddard, Hoy, & Hoy, 2000; Tschannen-Moran & Hoy, 2001; Tschannen-Moran, Hoy & Hoy, 1998).

Cawsey et al. (2016) suggest the need for well-designed communication vehicles to raise the awareness for change. The Adoption Continuum clearly articulates a need for enhanced communication around issues related to efficacy, especially in how such issues align with the vision of the District (Cawsey et al., 2016). Given my realm of influence in the District, for the first iteration of my OIP I will be focusing on principals' readiness for change. Through my role on the leadership task force where the learning agenda for principals and vice-principals is set, I can introduce the topic of efficacy development with my principal colleagues. While individual principals may have a medium to high understanding of the need for change, their understanding of issues related to developing

efficacy in teachers, or in themselves, is low. As for union executives, based on personal conversations with these individuals their current level of understanding of the issues related to TSE and CTE is also low, placing them at the awareness stage in relation to my OIP. The ultimate goal is to move all key stakeholders to "adopting the change", or at least get to the point that they will "let it happen" instead of "keep it from happening" (Cawsey et al., 2016, p. 203).

The actual vision of my OIP, however, goes far beyond a communication plan to shift awareness on the issue of teacher efficacy (Bandura, 1997; Tschannen-Moran & Hoy, 2001; Tschannen-Moran et al., 1998). My literature review has highlighted several studies that show a positive correlation between instructional, transformational and distributed leadership practices (Akan, 2013; Çalik et al., 2012; Fancera & Bliss, 2011; Klassen, Tze, Betts, & Gordon, 2011, 2010; Lilla, 2013; Pas et. al, 2012; Rew, 2013) and developing and improving TSE and CTE (Goddard et al., 2000; Tschannen-Moran & Hoy, 2001; Tschannen-Moran et. al, 1998). Ryan's (2006) premise of inclusive leadership highlights further leadership practices in support of efficacy development. Figure 1.1 illustrated how these leadership theories and practices support an integrated leadership approach for principals. Such an approach will support shifts needed in the structural frame from the current bureaucratic hierarchy, albeit at the school not District level for this iteration, to one that supports collaborative and inclusive leadership for school principals working directly with union members and schools teams.

Distributed Leadership (Harris, 2014; Spillane, 2005) • Practice of leadership more than direct leadership role • Build expertise amoung all staff regardless or official role or title • Interdependent vs independent relationship between leaders and followers	**Transformational Leadership** (Bass & Riggio, 2006) • Idealized influence • Inspirational motivation • Intellectual stimulation • Individualized consideraion
Inclusive Leadership (Ryan, 2006) • Advocates for inclusion • Educative and critical dialogue • Classroom focused • Influence policy and decision making with a whole school approach	**Instructional Leadership** (Hallinger, 2005) • Vision and mission focused • Manage instructional program • Promote positive learning climate

Integrated leadership for Principals

Figure 1.1 Integrated leadership approach for principals, drawing from four leadership theories and practices

In order to determine readiness for shifts in the structural frame of schools within the District, I have chosen an equity audit focusing on principal leadership. Issues of equity are complex and need consideration from a number of different angels. Through use of the BCPVPA Leadership Standards (2015), particularly those related to Moral Stewardship (standards 1 and 2); Supervision for Learning (standard 3); and from Cultural Leadership (standard 7), principal awareness of the issues related to working with marginalized students can be determined. The on-line tool available from the BCPVPA makes this audit readily accessible to all principals.

Gaining a deeper analysis on equity issues from the principals' perspective will come from the Equity Continuum (Centre for Urban Schooling/OISE University of Toronto, 2011). Introducing the use of the Equity Continuum will pave the way for discussion around equitable school experiences and school success for all students including the many factors and practices "that privilege some and marginalize others" (Centre for Urban Schooling/OISE University of Toronto, 2011, p. 7).

Regarding principal leadership, the principal PLC is a possible avenue for this work to occur. Galloway and Ishimaru (2015) propose an equity-based set of leadership standards that will be available as a secondary resource for those individuals who request a deeper investigation of the equity issues. As no such tools are currently in use in the District, the implementation of equity audits is a focal point of the action plans of my OIP developed in Chapter Three.

To address change readiness in the symbolic frame, particularly around the stories told about the learners in schools, I will once again turn to aspects of the Equity Continuum from the Centre for Urban Schooling (2011). Raising awareness begins with people being able to see things differently. As Groenke (2010) so eloquently states, "to bring about such environments, teachers and school leaders must learn to "see" and inquire about existing inequities in schools and, ultimately, work to eliminate them" (p. 86) in order for change to occur.

Teachers and the Teachers' Union need the ability to reflect on their practice vis-à-vis issues of equity. Using aspects of the Equity Continuum, specifically those centered on classroom climate and instruction, school climate, school leadership, and culture of professional development, will allow for such reflection (Centre for Urban Schooling/OISE University of Toronto, 2011). As the Equity Continuum draws parallels to the District policy on Inclusion, and identifies areas needing attention regarding the implementation of the new provincial curriculum, particularly around the "weaving of Aboriginal Understandings throughout all content area" (Ministry of Education, 2015, n.p.), use of this tool is critical (AGPS, 2016; Ministry of Education, 2015). Given that my OIP is situated in BC, this action of my OIP is not governed by the same regulations as schools in Ontario where the Equity Continuum is part of the annual expectation for schools to complete. As such, some of the possilbe barriers to implementation may be avoided. This will be explored more fully in Chapter Three.

Any equity audit must be considered as a tool to improve the quality of teachers' experiences in schools, not as a threat against contract rights such as teacher autonomy; or, even more dangerously, as a forum for teacher evaluation or critique (Collective

Agreement, 2011). Changing the story that passed from teacher to teacher on working with marginalized populations through the symbolic frame is necessary for change to occur. The equity audit will provide a step in the right direction for this to occur.

Awareness of the need for change and change readiness in the human resource frame will be determined using a Teacher Quality Audit (Bolman & Deal, 2013; Skrla, et al., 2004). This audit will address staffing issues, as it will assess, for the first time in the District

> (a) teacher education (bachelor's, master's, and doctoral degrees; number or percentage holding a particular degree), (b) teacher experience (number of years as a teacher), (c) teacher mobility (number or percentage of teachers leaving or not leaving a campus on an annual basis), and (d) teachers without certification or assigned outside area of teaching expertise (i.e., language arts teacher teaching a math course) (Skrla et al, 2004, p. 143).

By determining the quality of teaching staff in schools, and comparing high needs schools such as the focus schools to other schools, it will be possible to address equity issues around hiring practices in working with marginalized populations. Further, the identification of needs for professional learning in support of efficacy and skill enhancement for working with marginalized students may become more transparent based on the data collected.

Assessing change readiness in the District will not be possible without careful consideration of the affects the various audits will have on the overall trust levels between principals and teachers. Raising awareness of the need to shift practice in a District with inherent trust issues begins with the establishment of a culture of trust (Kilian, 2015). Building trust between school-based principals and their teaching staff on any reform initiatives takes careful consideration (Bryk & Schneider, 2002). While the first iteration of my OIP focuses on principals and school level change, the introduction of equity audits will require direct work with the executive of the Teachers' Union as well as with the superintendent and senior leaders. As such, I will refer to Schein (2016), in Chapter Two as part of my organizational analysis in regards to the cultural shifts that will be needed to move to a culture of trust between all parties.

The internal forces that will let the change happen include teachers who will want to develop feelings of efficacy so that they can experience higher feelings of success in their work (Bandura, 1997). However, teacher union officials are external forces that could prevent change from happening if they feel the change efforts are violating the collective agreement, or are threatening teacher autonomy.

Principals are also an internal force, as they will need time to move to the desiring action stage to embrace the need for change. Possible barriers include the assumption that principals will want to support teachers in feeling that they *can* support all learners as suggested by the District vision. Principals may not see efficacy, or the use of equity audits, as a driving force for change. If principals' personal beliefs do not align with the District vision of *success for all*, no move to desiring action will occur.

Finally, an external force also deals with principals' willingness and ability to address any inherent biases that they may have around working with marginalized populations. Acknowledging biases is a needed first step in moving forward on equity issues. Of equal relevance is a principal's personal efficacy beliefs around supporting teachers in working with marginalized groups. If they personally lack efficacy, will this perpetuate low efficacy for teachers? These external forces are very real and are in need of serious consideration to mitigate the possibilities of principals becoming barriers instead of proponents for change. Chapter Three provides capacity-building options for principals in these critical areas.

1.9 **Plan to Communicate the Need for Change**

In a District where the hierarchical structure as well as political issues have strained feelings of trust around change initiatives between stakeholders, a well-designed communication plan is needed for any change to occur (Bolman & Deal, 2013; Kilian, 2015). This plan must develop an initial understanding of the link between Social Cognitive Theory (Bandura, 1997) and TSE (Tschannen-Moran & Hoy, 2001; Tschannen-Moran et al., 1998) and CTE (Goddard et al., 2000). It must link this research to the professional standards for educators set by the TRB (Ministry of Education, n.d.).

Finally, it must share staffing data and student success data, focusing on issues related to marginalized students. It is necessary to creating an urgency to tie the research on efficacy to the existing PLC structure in the District.

The PLC is a venue to develop efficacy through sharing of mastery experiences of success. Further, it will allow for vicarious experiences of working with others who are successful, as well as repeated verbal persuasion from both colleagues and principals that teachers can be successful in working with marginalized populations. Finally, PLCs will allow for improved physiological and affective states that will lead to teachers believing that they can be successful (Bandura, 1997) in working with marginalized students. While face-to-face meetings will initiate communication of the change plan, it will be necessary to follow up with a varied communication platform that will support the conversations between all stakeholders, as well as to develop possible action plans. I provide a full description of the communication plan in Chapter Three.

Keeping with the overall goal of transparency of purpose of my OIP, it is essential for the implementation of concurrent communication practices with union executives and principals. The Adoption Continuum (Cawsey et al., 2016) shows varying stages of readiness for change within for both groups. Yet both groups are at a similar stage in the awareness of the role efficacy plays in teachers feeling successful in working with all students. As such, strategic planning requires that initial meetings be with members from each group who are more interested in and are ready for change in relation to the link between SCT and TSE and CTE (Bandura, 1997; Tschannen-Moran & Hoy, 2001; Tschannen-Moran, et al., 1998; Goddard et al., 2000). The "so what" for these meetings will be establishing the relationship between teacher efficacy and the TRB standards (Ministry of Education, 2017) linking the research on efficacy to the professional standards for teachers in the Province. Once the creation of the urgency for change occurs, it will then be possible to begin work on the equity audits, capitalizing on the established link between theory and practice. I share the details of the communication plan between union officials, school based staff representatives and principals in Chapter Three.

The joint professional development committee between the District, the principals, and the Teachers' Union is one communication vehicle whose value cannot be underestimated. As the understanding of the issues related to efficacy in working with marginalized populations grows, working with this committee will become crucial to communicate avenues for change. As all the key stakeholders sit at the same table, it is possible to address issues with trust and transparency of purpose head on ensuring that the focus remains on reaching the District vision of success for all. However, as explained in Chapter Two, my OIP focuses on the broader idea of professional learning, not professional development as deemed by the Union. This contractual difference makes it necessary to utilize the joint professional development committee as a strategy in a future iteration of my OIP, making it part of the future recommendations in Chapter Three.

2   **Chapter 2 Planning and Development**

2.1 **Introduction**

Chapter One introduced Apple Grove Public Schools (AGPS), a District with a diverse student population, hierarchical leadership structure, and both conservative and neo-liberal tenets. Chapter One also highlighted the disconnect between the District vision of *success for all* and the structural, political, human resource, and symbolic practices(Bolman & Deal, 2013) that perpetuates systemic bias and complacency towards students with special needs, those living in poverty, and those from diverse ethnic backgrounds. This discussion lead to the introduction of the problem of practice (POP) which *explores the leadership necessary to develop teacher efficacy (Bandura, 1994, 1997) for working with marginalized students in support of improved student success, helping teachers develop both the skill and the will to do so.*

    I begin Chapter Two with a discussion about my leadership approach to change, followed by my framework for leading the change process, focusing on Nadler and Tushman's organizational frame bending model (OFB) (1989). A critical organizational analysis using the input stage of Nadler and Tushman's Congruence Model (1982), the mobilization phase of Cawsey, Deszca, and Ingols' Change Path Model (2016), and Schein's stages of learning/change (2016) provides various lenses to consider the change process. I then present three possible solutions for my POP, and rationale as to what solution is most significant for change. I conclude Chapter Two with a short discussion on how my leadership approach to change leads to the vision of improved success for marginalized students through principal leadership to develop TSE and CTE.

2.2 **Leadership Approach to Change**

    To get to a new way of doing business in AGPS, changes are necessary in both individual and institutional leadership practices. As stated on Chapter One, this level of change would ideally be initiated with the office of the Superintendent. Yet, from my current position as middle management, I am directing the plan at school-level change.

Principals are the change agents or change leaders in schools as they provide leadership and direction for the change (Cawsey et al., 2016). Tasked with creating the new organizational stated leading to improved student success for marginalized students, principals must work directly with their school leaders to develop efficacy. As indicated in Chapter One, I have chosen an integrated leadership model to lead the desired change. Yet, to understand the implications of this model for my OIP, I share with you my working definition of integrated leadership.

Firstly, authors use both integrative and integrated leadership in literature to describe a multi-discipline approach to leadership. Integrated leadership refers to the integration of various leadership theories, practices or models, allowing leaders to adopt a multi-discipline approach to address complex change as suggested by my OIP (Crosby & Kiedrowski, 2008; Fisher, 2016; Hallinger, 2003; Marks & Printy, 2003; Printy et al., 2009).

Hallinger (2003), Marks and Printy (2003), and Printy et al. (2009) use integrated leadership to describe leadership that utilizes both instructional and transformational leadership. Fisher (2016) takes a broader view of integrated leadership, speaking more to the ability to draw from multiple leadership practices or theories to address the complex needs of organizations, without specifically relying on any one theory over another. He focuses on creating a model for managing, directing and engaging people (Fisher, 2016).

My integrated leadership approach to change leans significantly on instructional, transformational, distributive (DL) and inclusive leadership practices. These leadership theories and practices are interrelated and are supported in the literature as being impactful on TSE and CTE (Akan, 2013; Çalik et al., 2012; Davis, 2014; Fancera & Bliss, 2011; Horton, 2013; Klassen, Tze, Betts, & Gordon, 2011, 2010; Kurt, Duvar & Calik, 2011; Lilla, 2013; Mehdinezhad & Arbabi, 2016; Mehdinezhad & Mansouri, 2016; Nir & Kranot, 2006; Pas, Bradshaw, & Hershfeldt, 2012; Rew, 2013; Ryan, 2006). Figure 1.1 in Chapter One illustrates this integrated approach for principals. Figure 2.1 builds

from this, showing the influence of integrated leadership on SCT (Bandura, 1997), with a direct relationship to developing of TSE and CTE.
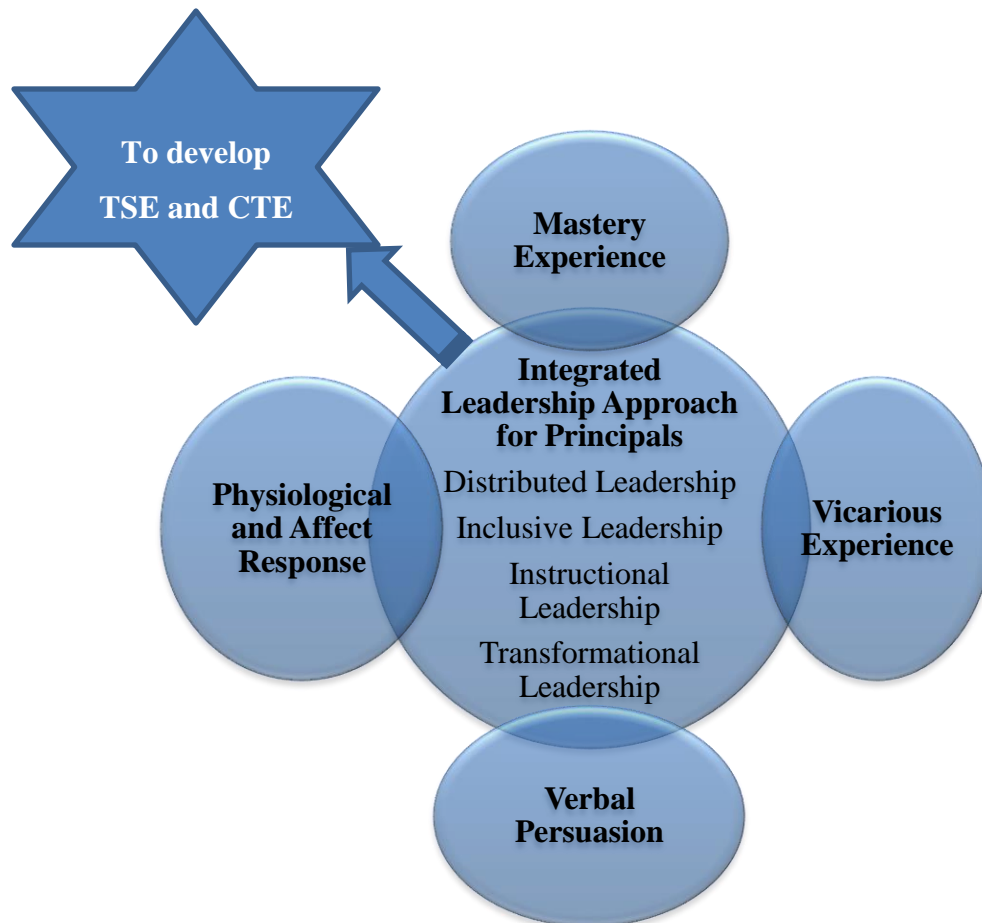
Figure 2.1 Linking integrated leadership for principals with Bandura's SCT (1997) to develop TSE and CTE

To lead change, principals must have the belief that they can do so. Leithwood and Jantzi (2008) examined the conditions within hierarchical school districts such as AGPS that enhance principal efficacy in leading change to support student improvement, finding direct correlations to SCT and the effects of mastery experience, vicarious reinforcement, verbal persuasion and emotional arousal on principal efficacy development (Bandura, 1997; Leithwood & Jantzi, 2008).

Leithwood and Jantzi (2008) suggest that district conditions are likely the antecedents for the immediate sources of principal efficacy development. These include a

district-wide focus on student achievement and the quality of instruction, as well as district-wide use of data. Having targeted and phased focuses for improvement and an investment in instructional leadership at the school and district level is also key. There must be an emphasis on teamwork and professional community and a focus on board-district and district-school relations. Finally, there must be a district culture that includes a widespread understanding of district goals (Leithwood & Jantzi, 2008, pp. 505, 506). Many of these conditions are in place in AGPS.

Principals in AGPS hear repeatedly that their primary leadership role in AGPS is that of an instructional leader. However, Leithwood and Jantzi (2008) support the view of my OIP that instructional leadership by principals on its own will not produce the change needed in the District. Hallinger (2003) also supports the limitations of instructional leadership as a standalone theory, especially for principals as middle managers. However, using integrated leadership where principals as transformational leaders accept their instructional role and exercise it with shared leadership and collaboration with teachers (Marks & Printy, 2003, p. 376), change is possible.

More than a reliance on instructional leadership is necessary to realize the District vision of *success for all*. In their study, Marks and Printy (2003) found that "if a principal demonstrates no capacity for transformational leadership—for example, articulating an intellectual vision, providing structures for participatory decision making, building consensus toward a productive school culture, and promoting collaboration, the principal will be ill disposed to share responsibility with teachers in matters of instruction, curriculum, and assessment in a shared instructional leadership model" (p. 385).

To build TSE and CTE, principals must be able to support teachers in achieving mastery experience in meeting the needs of marginalized learners. Efficacy is context specific (Bandura, 1997); as such, leadership should be context specific as well. Hallinger (2003) insists that the context of the individual schools in which principals lead, as well as the District as a whole, influences the style of leadership needed. Integrated leadership, where principals can pull from instructional, transformational, distributed and inclusive leadership practices depending upon the situation that is presenting itself in working with

teachers, is most appropriate when focusing on efficacy development to improve student achievement. "Leadership must be conceptualised as a *mutual influence process*, rather than as a one-way process in which leaders influence others. Effective leaders respond to the changing needs of their context" (Hallinger, 2003, p. 346, emphasis in original).

DL is one aspect of integrated leadership that needs careful consideration. Harris (2004) contends that DL concentrates on engaging expertise wherever it exists within the organization rather than seeking it only through formal position or role (p. 13). Results from the Distributed Leadership Project (DPL), which actively worked on building DL capacity in a diverse set of urban schools in the United States, emphasize the need to build the capability and capacity of *certain* teacher leaders to make progress (Harris & DeFlaminis, 2016).

In employing DL in an integrated model of leadership, principals need to be fully aware that not all teachers will be ready to participate as leaders within schools. However, DL will allow teacher leaders to accept the trusted and influential role needed for efficacy to grow that will come from shared leadership with their principal and teacher colleagues. The current PLC structure is a case in point. Given that teacher collaboration through PLCs is already a celebrated strength in AGPS, it is incumbent upon principals enacting the recommendations of my OIP to ensure that this collaboration is not confused with DL. DL is the product of the collaboration, not the action in and of itself; therefore, the effects of DL will only be realized through improved efficacy (Harris, 2004).

How is it that integrated leadership will shift the actions of principals from their traditionally held view of good leadership to one that positively affects efficacy to create the changes needed in schools and the District? First, integrated leadership is a multi-discipline approach, allowing principals to focus on the leadership practices that align most closely with the four ways of building efficacy – mastery experience, vicarious experience, verbal persuasion, and emotional arousal or affective state (Bandura, 1997). Individualized consideration and contingent reinforcement, components of transformational leadership, allow principals to work with teachers and teacher leaders to

move beyond their self-interests, to considering the "moral and ethical implications of their action and goals" (Avolio, 2005, 2007; Avolio & Bass, 1995; Avolio et al., 2009; Bass, 1995, p. 202; Bass, 2008; Bass & Riggio, 2006).

Current FSA results would indicate a sense of "defensive pessimism" exists within the District in the way "some people lower expectations to cope with the anxiety arising from difficult situations" (Donohoo, 2017, p. 18). Could defensive pessimism cause the bias of low expectations for marginalized student populations? Low efficacy equates to accepting poor academic performances "on the grounds of low inherent ability or adverse family backgrounds that supposedly render students uneducable" (Bandura, 1997, p. 244). Yet when principals use individual consideration to focus on vicarious reinforcement and verbal persuasion, they encourage teacher autonomy and empower teachers to take on greater responsibility (Avolio, 2005, 2007; Avolio & Bass, 1995; Avolio et al., 2009; Bass, 1995, 2008; Bass & Riggio, 2006). Thus, the more success, or mastery experience, teachers have working with students they may have previously deemed difficult to teach, and the more this success is celebrated individually and then to others in the group or staff, the greater the effect that this aspect of transformational leadership has on TSE and CTE. "The transformation that occurs in perspective is that individual members begin to believe in the collective efficacy of the group, and they adopt the norms for group behaviours. Members build trust for one another, which is tied to certain expectations that become standards for group operation" (Avolio & Bass, 1995, p. 212).

With an understanding of the leadership approach to change, it is now possible to share the framework for leading the change process for successful implementation of my OIP.

2.3 Framework for Leading the Change Process

I have chosen Nadler and Tushman's organizational frame bending model (OFB) (1989) to frame the strategic yet anticipatory change needed in the complex organization of AGPS (Cawsey et al., 2016) for successful attainment of my OIP. The change needed

is both strategic and anticipatory, strategic as it encompasses the District yet anticipatory as it focuses on moving the District towards the existing vision. While *success for all* is the desired vision or state for the District, several systemic practices continue to impede the successful attainment of said vision. Nadler and Tushman (1989) divide the principles of effective frame bending into four areas – initiating change, content of change, leading change, and achieving change (p. 197). I will discuss each in depth.

2.3.1   **Initiating change**

There are three steps to initiating change. The first step is to diagnose the problem. While my OIP focuses on efficacy development, the problem is the success rates for marginalized students. Data in Chapter One clearly shows the achievement gap between marginalized student populations and the achievement of the general student population. As well, it shows the discrepancy between teacher turnover rates between focus and non-focus schools. Both indicate that there is indeed a problem to be considered.

The second step in initiating change involves developing a vision for change. In keeping with my POP, the vision for change is developing TSE and CTE so that teachers have the skill and the will to work with all students (Tschannen-Moran & Barr, 2004; Tschannen-Moran & Woolfolk Hoy, 2001, 2006), thus reducing the existing achievement gap. As such, the vision for change will bring the District vision of *success for* all to life and will inspire others to change practices.

Finally, the third step of initiating change creates the energy for change. Creating the energy for change occurs though aligning the District vision of *success for all* with the leadership of principals to move the District vision from the printed page to actual practice. The data presented in Chapter One emphasizes the sense of urgency in initiating change by overtly stating that the status quo practices of principals and teachers in the District are not working for all students. The traditional way of doing business does not meet the needs of teachers working with marginalized populations and leaves these students with outcomes that are in direct contradiction with the District vision.

2.3.2   **The content of change**

Stage two of OFB focuses on the content of change, and specifically relates to the need to align the change to the District's vision. The strategic plan of the District of *success for all* suggests organizational agreement for creating the need for change by producing an improved state of TSE and CTE for working with marginalized students. Not only does the District vision project the rallying call of *success for all,* the District goals of meeting the unique needs of all learners and the continued improvement of assessment and instruction align to supporting staff in their ability to do so (Strategic Plan, 2014). I contend that realization of these goals will only occur with efficacy development to develop skill and will.   Nadler and Tushman (1989) suggest disconnect in the District between the stated vision and goals and the current practice may exist because the core organizational imperative of *success for all* does not connect clearly with individual imperatives. Further, the vision may not fully resonate with the historical core values of the organization, its principals and teachers (p. 199).

Reorientation of the District to create alignment with the stated vision, using the actual practices needed to address my POP, requires the three-theme principle of OFB (Nadler & Tushman, 1989). The three-theme approach allows change agents, namely principals, to conceptualize and communicate changes to members of the organization instead of being caught in the minutia of specific activities (p. 199). For my OIP, the three themes are the challenges principals face as middle managers working in a unionized environment; the inherent biases that exist at the individual, school and District level towards marginalized students; and the fundamental deficiencies in the communication practices of the District. Nadler and Tushman (1989) state that "successful reorientations are characterized by consistency of themes over time" (p. 200). All the themes are interrelated and will form the foundation for leading change, leading to the change cycles and communication plans in Chapter Three.

2.3.3   **Leading change**

Integrated leadership (Crosby & Kiedrowski, 2008; Fisher, 2016; Hallinger, 2003; Marks & Printy, 2003; Printy et al., 2009) aligns directly with leading change through

OFB. Yet, for OFB to occur, it is necessary to explore what Nadler and Tushman refer to as the "magic leader principle" and the "leadership is not enough principle" (1989, p. 200).

Acting as a visionary individual, the magic leader energizes and enables their followers. They create a sense of urgency for change, and remain focused on the themes of change, utilizing a mix of leadership and management styles. Principals, using instructional and/or transformational leadership practices, must accept the role of the magic leader to address the various components of change; but they will also need to be able to step aside to build capacity in developing TSE and CTE in schools. The "leadership-is-not-enough principle" comes into play here (p. 200), and with it, the need to employ distributed leadership (DL). Both the magic leader principle and the leadership-is-not-enough-principle are highly relevant for my OIP.

No change initiative at a school or District level can be successful if it is reliant upon the actions of one individual. Since current practice sees principals assigned to schools by the District, with the possibility of a transfer at any time, the need to create capacity beyond one individual to develop TSE and CTE cannot be underestimated. In a traditional frame-bending model, the focus would be on senior leaders in the District, including the superintendent and assistant superintendents to take on this role. Given my current position, it is beyond my realm of influence work directly with senior leaders in this capacity. However, as my focus is on principals and their ability to work with their teachers to build efficacy through integrated leadership, I am able to work with principals to help them embrace the DL aspect of integrated leadership to build capacity in their buildings instead of looking to senior management to lead the change.

2.3.4 **Achieving change**

The last stage of the frame bending model focuses on "sustaining change and achieving reorientation over time" (Nadler & Tushman, 1989, p. 200). There are several different principles to consider. In line with the planning and opportunism principle, reorientation will occur because of both the overt actions of my OIP and the ability of principals to react to opportunities that occur along the path, while maintaining direct

focus on the three themes of the reorientation. To do so, principals must also plan in the face of uncertainty. Principals must continually review plans considering changes in the environment and other factors, and be willing to embrace "bounded opportunism" (Nadler & Tushman, 1989, p.201) to accept the unexpected as possibilities instead of barriers to change. Employing integrated leadership strategies as defined by my OIP are essential.

The "many-bullets principle" of achieving change emphasizes the need for the District and individual schools to address infrastructure to allow for changes necessary to support the development of TSE and CTE. I will address these infrastructure changes in the possible solutions to my POP as well as in Chapter Three. Timing is of the essence when focusing on "standards and measures of performance; rewards and incentives; planning processes; budgeting and resource allocation methods; and information systems" (Nadler & Tushman, 1989, p. 201). These technical changes cannot get ahead of the adaptive changes needed to shift beliefs in teacher efficacy (Heifitz & Linsky, 2002).

The "investment and returns principle", as illustrated by the "no free lunch" and the "check is in the mail" hypotheses, forms the basis of the last principle of OFB (Nadler & Tushman, 1989, p. 201). It is in this principle that possible limitations of my OIP are exposed. "No free lunch" involves the work of senior managers not only being intimately involved in the activities of the change process, but also seeing the change process as integral to their work. Yet, in the hierarchical system of AGPS, principals do not have control of the work of senior managers, and thus, do not have access to the "time, effort and dollars" (Nadler & Tushman, 1989, p. 201) at the District level that may be needed to sustain change. I will keep this limitation in mind when sharing the change plans in Chapter Three.   Resources must be available at the school level for the first iteration of my OIP.

"The check is in the mail" hypothesis illustrates the varying levels of complexity of organizational change, and the length of time it takes for reorientation to occur – typically three to seven years. Given the two to three-year tenure of each of the last six

superintendents in AGPS, this principle fully supports the position that my OIP focuses on integrated leadership of school principals, and not on this hierarchical leadership position. Building leadership capacity within schools will help insure that the change continues far beyond the placement of any individual principal, or superintendent.

2.4 **Critical Organizational Analysis**

Numerous models of change are available through which to conduct a critical organizational analysis of AGPS. In consideration of the principles of OFB, I have chosen aspects of three tools to analyze my organization. Nadler and Tushman's Congruence Model (Nadler, Tushman, & Hatvany, 1982) will look at the degree of fit between the input components of the District in relation to the change. The mobilization phase of Cawsey et al. Change Path Model (2016) will build upon the premise of the Congruence Model, while developing both a descriptive and prescriptive view of the change needed. Finally, Schein's Stages of Learning/Change (2010) work will allow for an analysis of my organization's cultural aspects of change.

2.4.1 **Nadler and Tushman's Congruence Model - Inputs**

Nadler and Tushman (1982) focus on a transformation process between input factors and strategies within the organization leading to outputs, expected or otherwise. Analysis of these factors are essential to the initial process of frame bending. Inputs are factors within an organization that help others to identify one organization from another. Nadler et al. (1982) identify several inputs that requiring analysis, including the environment, resources, history and strategies.

2.4.1.1 **Environmental inputs.**

Environmental inputs involve examining the various stakeholders in the change process. As any change initiatives towards the desired state of improved TSE and CTE will ultimately affect the stakeholders, an organizational analysis must take into consideration how change will be viewed. For my District, the change agents of

consideration are the customers, the government and school board, the teacher-regulation branch, the unions, the principals/vice principals, and the parents.

2.4.1.1.1 Customers.

While students are the primary customer of AGPS, the parents, caregivers and the school community are also customers requiring consideration as they rely on the District to provide the specialized service of education within their community. Evidence from my POP suggests that the needs of marginalized students, their parents and their communities are not being met.

The vision principle of OFB clearly states the need to focus on stakeholders (Nadler & Tushman, 1989, p. 198). Drafted in 2012, the Strategic Plan of the District placed increased emphasis on the learning agenda. At the same time, the District was engaged in consultations on the Aboriginal Education Enhancement Agreement, written between the District and the six Aboriginal Communities (Building Success for Aboriginal Learners, 2011), to set clear goals for improvement vis-à-vis overall outcomes for students of Aboriginal ancestry. While commendable effort to improve student learning occurred, data suggests that serious gaps between the District plans and implementation continue to exist.

Unfortunately, this District has not set targets for improved student learning for students with special needs, ELL (English Language Learners), or students living in poverty. In addition, the District has yet to publish any results on student achievement from the focus schools project. It is hard to know if the resources given to the Focus Schools have affected student learning. The communication theme from OFB comes into play here as issues of consistency in the collection and communication of assessment data between the four focus schools contributes to this problem. Causes for this lack of transparency may be a lack of ability to collect data, or an unwillingness to share data that may exist. Either way, it is difficult to know the effects of this project in relation to efficacy development and student outcomes. The schools continue to work primarily in isolation as principals continually advocate for their own school, often overlooking the needs of the greater system, including the other focus schools. There is a need for focused

attention on communication and data collection specifically focusing on marginalized students as customers to inform this, and any future, change initiative.

2.4.1.1.2   Government and local Board of Education.

The provincial government, while providing opportunities, is an environmental input that also places considerable demands and constraints on the District. Significant considerations for my OIP include class size and composition limits, funding levels, and curricular expectations. While class size, composition and government funding are often considered as constraints on efficacy, the effect of the new curriculum and reporting order for the province (Ministry of Education, 2016a) has on TSE and CTE is still to be determined. Whether these changes have positive or negative outcomes for marginalized students and efficacy depends highly on the leadership given during this time of change. Integrated leadership will be essential!

The board of education, and individual trustees, add a level of unpredictability when looking at environmental inputs. Decisions by the current board, including reversing school closure and consolidation plans, makes it difficult to plan. Regarding efficacy, it is difficult to develop a collective can do attitude when teachers and principals alike do not know what the board may do at any given time.

2.4.1.1.3   The Teacher Regulation Branch (TRB).

The Teacher Regulation Branch (TRB) governs the practice of teachers, administrators and senior education leaders within the District and the province. The TRB clearly lays out the current teaching standards of practice involving diversity and student learning.

> Standard 1, Educators value and care for all students and act in their best interests. … Educators respect the diversity in their classrooms, schools and communities. Standard 3 Educators understand and apply knowledge of student growth and development. Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management. (Ministry of Education, 2016b, n.p.).

As a school-based administrator for 17 years, I believe that issues with efficacy have been contributing factors in several disciplinary issues with teachers as they struggle with their ability to meet the needs of all learners in their classrooms. For example, I have been involved in teacher investigations for misconduct based on poor decisions around student discipline, an inability to differentiate instruction for students on individual programs, and an unwillingness to seek help from colleagues when working with students with special needs. In reality, these teachers may have been lacking the skill or the will to make appropriate decisions in relation to their work with marginalized students. The actions of my OIP will allow teachers to meet the TRB standards by overtly providing for mastery and vicarious experiences to develop efficacy (Bandura, 1997).

2.4.1.1.4   Unions.

I cannot emphasize enough the challenges of working as a principal in a unionized environment when dealing with measures of efficacy (Donaldson, 2013). School principals have the responsibility of being educational leaders. To do so requires principals to have strong working relationships with teachers. These relationships become adversarial when priorities of the Teachers' Union differ from those of our local board and the provincial government. A specific example relevant to my OIP is the language in the collective agreement, giving teachers, through their union, control over *professional development*. The distinction between *professional development* and *professional learnin*g is key in a contractually driven environment. Principals need to maximize their involvement in the broader term of *professional learning* through the structure of the PLCs to provide opportunities for growth. As such, I will explore PLCs as a possible solution to address my POP.

2.4.1.1.5   Parents.

While considered as one of the customers served by the District, parents also act as one of the partisan groups who petition the District for special considerations. Lobbying for additional school options at both the elementary and secondary level perpetuates marginalization of students as economic constraints restrict equal access to these options.

Parents also introduce a level of democratic approach to education (Karagiorgi, 2011; Portelli, 2001). A recent decision by the Board of Education to overturn a senior management decision on exploring a PIB (Primary International Baccalaureate) program for the District illustrates this issue. While senior staff advised against it, parents lobbied until they got the Board to conduct a feasibility study. While the bid for the PIB program was not successful, it highlights the discrepancy in power within the District. If parents of marginalized students mobilized into a collective voice, perhaps programs focusing on developing core competencies for working with students with special needs, developing Aboriginal understandings (Building Student Success, n.d.), or building culturally responsive teaching would be considered (Gay, 2010). Unfortunately, no such action has yet to occur forth within the operating structure of the District.

2.4.1.2 **Resource inputs.**

Nadler and Tushman (1982) suggest that any organization has access to several resources, seen as assets in the congruence model analysis. OFB allows the leveraging of these assets. Resource inputs are fixed or flexible, referring to the degree to which they can be shaped or adapted within the District (Nadler & Tushman, 1982).

2.4.1.2.1 **Employees.**

Employees of the District are the most important resource for consideration given that efficacy is a human factor. Employees are both a fixed and flexible resource in that while a position/title may be fixed, the allocation to a school is flexible. It is necessary to employ an equity audit on teacher quality, including years of experience, areas of expertise, and level of education, to explore how to use this resource in an efficacious manner (Skrla et al., 2004). Unfortunately, as indicated in Chapter One, no such instrument exists within the District.

2.4.1.2.2 **Technology.**

Technology is a resource with growing importance in the District. The quality of tools available, as well as perceived challenge to teacher autonomy in the implementation of these tools for student instruction makes technology a contentious topic within the District. Case in point is the recent introduction of Chrome books and Google Apps for

Education (GAFE) in intermediate and secondary classrooms. Indicative of other change initiatives in the District, the purchasing and delivery of these tools occurred without the required infrastructure in place, such as passwords for teacher and student use and support materials. Yet, there was an implied expectation to implement the Chrome books into regular instruction practices. Once again, the theme of poor communication resonates with this technology change.

The speed of change and the demand on teacher time due to the technological changes may have a negative effect efficacy. This may be particularly true for teachers who are fearful of this change. As with other initiatives, principals have the task of overseeing this resource input. Providing for both mastery experience and vicarious reinforcement will be of great importance to leverage this resource to develop efficacy, as research supports the use of technology such as Chrome books to support differentiation of instruction, particularly for students with special needs (Bandura, 1997; Meyer, 2016).

2.4.1.2.3   Funding.

Funding continues to be a politically contentious issue in both the District and the province. There are signs that years of deficit financing leading to large budget cuts may be ending as enrollment stabilizes in AGPS. Staff committees, set through contract language, already supports the distributed nature of decision making regarding school budget decisions through the shared responsibilities of principals and teachers. In keeping with OFB, funding is a resource that requires a renewed approach to address the three themes of equity, bias and communication. It behooves principals to support budgets decisions that promote efficacy, both individually and collectively.

2.4.1.2.4   Information.

Currently, there is no consistency in who gets information first (teachers or principals), or by what means the information is shared. These inconsistencies have greatly affected trust between various levels within the hierarchical structure of the District.

Moving from the hierarchical communication pattern to a lateral communication pattern will help to ensure that teachers and principals feel they have the information they need to move forward in supporting all students in alignment with the District vision (Cawsey et al., 2016). I have identified communication as one of the three themes of OFB to ensure a timely and consistent means of information sharing occurs within and between all levels of the organization.

2.4.1.2.5   History inputs.

Nadler, Tushman, and Hatvany (1982) suggest that the way an organization acts today is greatly influenced by its past (p. 39). For AGPS, two decades of labour unrest, declining enrollment, continual reorganizations of senior management teams, numerous superintendents with divergent agendas, provincial mandates such as the Sullivan Report on Education (Province of British Columbia, 1988), the Year 2000 Report (Province of British Columbia,1990), and the BC Education Plan (Province of British Columbia, 2015) have created professional identity uncertainty. This uncertainty has resulted in teachers relying on their union for identification as a group and the principal feeling uncertain in their overall position or authority (Bordia, Hobman, Jones, Gallois, & Callan, 2004).

The implementation of Response to Intervention (RTI) as an instructional strategy mandated by the department of learning services in 2012 exacerbated the already tenuous trust and collaborative relationships between principals and teachers. To move forward, efficacy must be built on the foundation of successful historic practices. The District must acknowledge and celebrate some of the historically significant and innovative practices in schools, particularly those designed and led by teachers. I share mechanism for sharing teacher success in Chapter Three.

2.4.2   Change Path Model - Mobilization

The Change Path Model (Cawsey et al., 2016) provides further analysis of the District in support of OFB. Focusing on the mobilization phase of the model allows me to examine the organization through formal systems and structures, power and cultural dynamics, communication, and change agents. Step one requires a close examination

AGPS' formal structures and systems and their potential impact on the content phase of OFB (Cawsey et al, 2016, p. 55).

2.4.2.1 **Formal systems and structures.**

If principals are to adopt an integrated leadership approach to move the content of change forward, the structure of the District and of individual schools must be re-evaluated. Ideally, change of this nature would include senior leaders and principals working together. Given that my sphere of influence is at the principal level, and that span of principal control is somewhat limited due to the middle management position within the hierarchical structure, it is beyond the scope of my OIP to produce change that would cause a monumental shift in a principal's level of District control. However, one of the themes identified in OFB involves improving communication within all levels of the District. When focusing specifically on DL in an integrated leadership approach, developing horizontal information strategies is essential so that principals feel that their voices are heard.

The department of communications, the department of information systems, and senior management must work together utilizing the existing structures more effectively. The weekly memo to principals from the department of learning services serves as a prime example of a structure that has yet to address the communication void. One-way information sharing is standing in for dialogue and communication, as the memo fails to ensure that principals feel they are fully informed or have a chance to inform what is going on in the District.

2.4.2.2 **Power and cultural dynamics.**

Kang's (2015) premise of macro and micro change as well as Bolman and Deal's (2013) political and symbolic frames in relation to power and cultural dynamics of AGPS provide two vehicles to analyze the power and cultural dynamics at play.

Kang's (2015) micro change aligns closely with OFB (Nadler & Tushman, 1989), as it places principals as micro change managers in the hierarchical structure of the District. Frame bending suggests that principals must embrace the role of the magic

leader (Nadler & Tushman, 1989). From a political frame, finding ways for principals to exercise integrated leadership in support of the development of TSE and CTE has been challenging. The competing forces that jockey for positions of influence and the use of partisan tactics to gain access to dwindling resources contributes to political maneuverings (Bolman & Deal, 2013).

Social Cognitive Theory (SCT) poses that efficacy is not a product of one context, nor is it a trait that individuals have or have not (Bandura, 1997). "In social cognitive theory, an efficacious personality disposition is a dynamic, multifaceted belief system that operates selectively across different activity domains and under different situational demands, rather than being a decontextualized conglomerate" (Bandura, 1997, p. 42). Therefore, as micro change agents, principals will expect to have some political stressors.

Politically speaking, individual principals have limited direct influence over issues related to District policies and procedures. Furthermore, principals, except for a few selected individuals who participate in contract negotiations, remain out of the political conversations regarding class size and class composition since they are not part of the teachers' union and have fiduciary responsibility to their employer. In addition, the provincial Teachers' Union continues to perpetuate the belief that classrooms with diverse populations, especially those with higher numbers of students with special needs, are more challenging to teach than other classes. The SCC (2016) solidifies this position, focusing the current conversation on the number of students with special needs permitted in each class, not on the needs of these students.

Symbolically, the myths, visions and values related to working in diverse classrooms and certain schools, offers a narrative that continues to anchor the present with views from the past (Bolman & Deal, 2013, p. 249). The District's vision and Strategic Plan (2014) has yet to dispel the stories that perpetuate the belief held by the union around working with marginalized populations. Bandura (1997) speaks of the arousal or physiological impact of efficacy on individuals. Stress, and the somatic effects of stress on one's body, is a symptom of low efficacy. To deal with the arousal aspect of SCT, frame bending requires principals to work directly with teachers to deal with the

systemic biases within the District around working with marginalized students, as these "preexisting efficacy beliefs create attentional, interpretive, and memory biases in the processing of somatic information" (Bandura, 1997, p. 109).

Principals, as micro change managers following the magic leader principle, must turn to SCT as a means of developing the psychological knowledge necessary to address the group dynamics indicative of CTE, the individual attitude change theories for TSE, the organizational behavior theories for CTE, and the social and organizational psychology for schools in general (Kang, 2015, p. 30). As principals focus on providing positive mastery experiences for teachers working with marginalized students, and create opportunities for teachers to observe others being successful within their own school or family of schools (vicarious reinforcement) (Bandura, 1997), the psychological knowledge needed to change the story of *success for all* will begin to permeate the informal communication structures within the District. CTE ranks first to all other influential factors in improving student success (Donohoo, 2016, 2017; Hattie, 2016).

2.4.2.3 **Communicating the need for change.**

Communicating the need for change ties directly to integrated leadership and verbal persuasion in developing TSE and CTE (Bandura, 1997). Success breeds success in efficacy development. However, developing efficacy in the vacuum of poor communication is inherently difficult. The instructional leadership aspect of integrated leadership supports the development of classroom-based practices as well as visioning and goal setting. Transformational leadership addresses the affective mode of the individuals involved, whereas DL develops the shared decision-making model allowing principals to work collaboratively with teachers to achieve greater efficacy overall (Hallinger, 2003; Harris, 2004, 2014; Marks & Printy, 2003, Printy et al., 2009). Regular and routine sharing of success stories between classrooms and schools will begin to break down the long-held tradition of silos of practice. For this reason, I explore the use of technology to connect schools and improve communication in the possible solutions.

I also present equity audits as part of a possible solution to my POP. The tools themselves will not address the communication deficits within the District. Nevertheless,

the information collected from these tools will provide the impetus for discussions between individuals, schools, and the District. Currently, communication around change vis-à-vis the needs of marginalized populations focuses on acquiring additional resources, instead of openly addressing efficacy. The District has yet to consider the relationship between equity, efficacy and student success.

2.4.2.4   **Leveraging change agent personality, knowledge, skills and abilities.**

This phase of mobilization also focuses on the role of the principal as change agent to affect efficacy development in schools. Considering the focus schools project described in Chapter One, the District set this initiative in place without consulting directly with the principals of the schools. The District assumed that the principals had the commitment to the improvement needed, as well as the personality, skills and abilities needed to affect change (Cawsey et al., 2016, p. 262).

In the District, senior managers do the placement of principals into schools. Teachers acquire their jobs through a post and fill process that places seniority rights on top of all other factors. Both systems give tertiary emphasis at best to issues related to personality, skill, knowledge or abilities. Given this reality, it is necessary to look at the cultural norms within the District. I turn now to a discussion of Schein's stages of learning/change.

2.4.3   **Stage 1. Unfreezing: Creating the motivation to change.**

2.4.3.1   **Disconfirmation.**

The District is a human system, and as such, it works to maintain a sense of equilibrium as well as autonomy within its various parts (Schein, 2016). In relations to the roles individuals play in the system, teachers have one sense of identity, union executives removed from the classroom have a different identity, and school-based principals and senior leaders from the department of learning services have other identities. These different identities co-exist in a sense of equilibrium until forced into disconfirmation by environmental factors related to changes in the economic, technical

and political realities of the District. The new curriculum in BC is a prime example of an environmental shift that is disrupting the equilibrium. Each group and the requisite identity must adapt, regardless of whether they are ready.

Pertaining to principal leadership in developing teacher efficacy, the culture of the District needs a transformative change as principals and teachers must unlearn current attitudes about working with marginalized students to develop beliefs that are more efficacious. Data shared in Chapter One indicates the culture in the District is one that supports the belief that students with special needs, those from poverty, and those with diverse ethnic backgrounds are more challenging to teach than their white, middle class counterparts. This low efficacy equates to low student expectations and evaluations on academic performances by teachers (Bandura, 1997; Goodard, et al., 2000; Goodard & Skrla, 2006; Tschannen-Moran & Barr, 2004).

A shift in culture begins with a disequilibrium that points to the belief that something is wrong somewhere in the organization. Teacher staffing data suggests that many teachers in AGPS, possibly due to low TSE, choose to leave difficult assignments. Schein (2016) suggests that leaving negates a reason to change teacher behaviour since they believe a change in placement will improve their feelings of success.
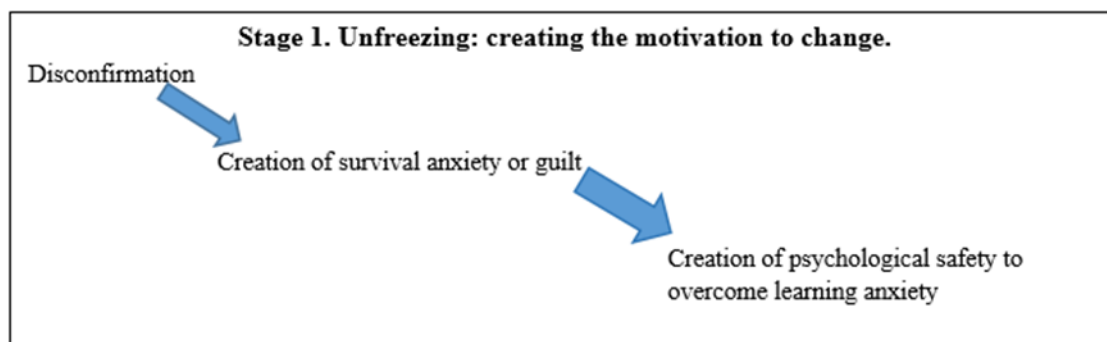
Figure 2.2 Schein's Stages of learning/change (Schein, 2010 p. 300)

2.4.3.2   **Survival Anxiety vs. Learning Anxiety.**

Survival anxiety refers to a teacher's fear of a loss of identity with a group, such as a staff with low CTE towards working with marginalized students (Schein, 2016). A

teacher who remains in a difficult assignment after others leave may experience survival anxiety. It is in moving from survival anxiety to learning anxiety that true change occurs, as teachers realize that a new way of being is possible and achievable (Schein, 2010, p. 302).

Unlike survival anxiety, learning anxiety may have a temporary negative affect on TSE. There may be a temporary fear of incompetence as teachers begin to explore new ways of working with marginalized students. The District shift to RTI in 2012 produced learning anxiety. As the District moved from a specialist approach for working with students with special needs, to a more inclusive model, with all staff responsible for all students, many teachers experienced learning anxiety. The structural change caused by implementation of RTI occurred before a cultural belief that RTI would work created this learner anxiety within the District. The fear of loss of group membership for early adopters of RTI also created anxiety, as teachers did not want to be considered deviants from the main group of teachers (Schein, 2016). Consistent with OFB, principals must continue to focus on reducing learning anxiety around RTI to support efficacy development.

2.4.3.3 **Psychological Safety.**

The provincial Teachers' Union has used various communication methods to support their position that education, particularly for students with special needs, has been eroded by years of under-funding by the provincial government and by the removal of class size and composition levels from contract language. This belief has been encouraged by the November 2016 ruling by the Supreme Court of Canada that supported the union's position on their right to bargain for working conditions (O'Neil & Sherlock, 2016). This political story feeds the resistance to change as it allows for denial, scapegoating, and increased political maneuvering as opposed to facilitating a can-do culture for working with marginalized students in the typical classroom setting (Schein, 2016). The premise of my OIP supports an integrated approach to leadership by principals that will help create psychological safety (Schein, 2016). Integrated leadership will encourage teachers as they shift their widely held beliefs about their ability to work with all students, while still allowing them to maintain a sense of allegiance to their

union. Transformational leadership (Avolio, 2005, 2007; Avolio & Bass, 1995; Avolio et al., 2009; Bass, 1990, 2008; Bass & Riggio, 2006;) within integrated leadership will be the key (Hallinger, 2003; Marks & Printy, 2003; Printy et al., 2009).

2.4.3.4   **Transformational Learning.**

Within the District, evidence of the eight activities for transformational learning identified by Schein (2016) required for OFB is sporadic at best. While there is a compelling positive vision supportive of my OIP, it is not stated in behavioural terms, nor is it presented as non-negotiable. Teacher Union control of professional development, autonomous and protected by contract language, versus the broader notion of professional learning is a potential limitation of principals' ability to provide the formal training and involvement of the learner in managing their own learning towards the desired state. It is possible to respect both, however. "The *goals* of learning are nonnegotiable, but the *method* of learning can be highly individualized" (Schein, 2010, p. 306,) (emphasis in original).

As the focus schools project indicates, *informal training of relevant "family" groups and teams* has yet to be successfully implemented in the District. Interestingly, however, the use of *practice fields, coaches and feedback* does occur in the District, specifically around technology rollouts and reporting strategies. Consistent with issues of communication, there are no plans for the sharing of the results of these projects. Instructional lead teachers are now in every elementary school, tasked with being *positive role models* in support of the District's learning agenda. However, *support groups in which learning problems can be aired and discussed* are not consistently available. Teachers fall back to the union in times of difficulty instead of looking towards their principals or school teams for support. This is not a criticism of teachers or their Union. It is a cultural reality in the District.

Finally, one of the inherent difficulties in working in a hierarchical and unionized system is establishing a reward system consistent with recognizing efforts towards change. As such, careful consideration of *systems and structures that are consistent with the new way of thinking and working* is required (Schein, 2010, pp. 305-307, emphasis

added except where noted).

SCT embeds Schein's activities, when viewed in relation to a principal's roles in creating highly efficacious schools. Bandura (1997) stated, "in addition to serving as administrators, principals are educational leaders who seek ways to improve instruction. They figure out ways to work around stifling policies and regulations that impede academic innovativeness" (p. 244). The possible solutions to my POP will provide means to move to the level of transformational learning for OFB towards the attainment of the District vision of *success for all.*

2.5 Possible Solutions to Address POP

The solutions to address my POP have been developed in keeping with themes of OFB (Nadler & Tushman, 1989) and the results of the AIDA continuum stakeholder analysis of the District in Chapter One (Cawsey et al., 2016) (Appendix D).

2.5.1   Implementation of Equity Audits and Memorandum of Understanding

Building a school team with shared values and beliefs has a direct positive effect on CTE and student achievement (Akan, 2013; Bangs & Frost, 2012; Çalik et al., 2012; Donohoo, 2017; Goddard et al., 2000; Goddard, & Skrla, 2006; Hattie, 2016; Pas et al., 2012). A barrier to building teams in the traditional sense of hiring the right people (Cawsey et al., 2016) exists in AGPS given the current post and fill language in the collective agreement. The current method of teacher placements creates issues of equity, as shared in Chapter One. However, this is only part of the issue. My first possible solution focuses on principals' ability to build school teams with shared values and beliefs around working with marginalized populations through the implementation of equity audits.

Principals and union executives are at similar stages on the AIDA continuum regarding issues related to efficacy. A stakeholder analysis focused on issues related to equity would show similar results. The implementation of equity audits will facilitate the conversations needed to address the inequities created by the post and fill language. It is

hard to build a case for change when there no evidence to challenge the status quo. Skrla et al. (2004) suggest a teacher quality audit (Appendix I) would provide a District perspective on equity issues. A quality audit will provide statistical support for conversations between principals and Union executives on the actual staffing implications of the current post and fill practices. It is within both stakeholders' best interest to work cooperatively to get to desiring action in addressing staffing practices that limit rather than support the development of efficacy (Cawsey et al., 2016).

The Equity Continuum from the Centre for Urban Schooling (2011) provides a ready-made tool to facilitate further dialogue in relation to individual and school level bias and related issues of equity (Appendix H). Areas relating to classroom climate and instruction, school climate, school leadership, and culture of professional development are most significant for my POP (Centre for Urban Schooling/OISE University of Toronto, 2011). Presented as a five-point rating scale from not yet implemented to fully in place, use of the tool would inform practice and identify areas needing development. Use of the tool would be voluntary, and consistent with the collective agreement, the tool would be exempt from any part of the evaluative process for teachers or schools.

The possibility of exposing areas of bias and the ability to open lines of communication regarding equity and efficacy offers possibilities for change. One focuses on the creation of a shared vision for change. A second acknowledges the distributed working relationship between Union executives and teachers (Gronn, 2002; Hargraves & Fink, 2008; Spillane, 2005), and may highlight both the pedagogical and social/emotional benefits for creating a letter of understanding to address the inequities in staffing turnover in schools with high percentages of marginalized students (Hallinger, 2003; Marks & Printy, 2003; Ryan, 2006).

Ultimately, to provide leadership for successful frame bending, principals must examine their own biases and beliefs around equity issues. I share plans on how to address these areas in Chapter Three. Use of Equity Continuum (Appendix H), specific aspects of Leadership Standards from the BCPVPA (2015) (Appendix F), or Standard 3 from the Professional Standards for Educational Leaders (National Policy Board for

Educational Administration, 2015) (Appendix G) on equity and cultural responsiveness as suggested by Galloway and Ishimaru (2015) is recommended.

2.5.2   **Enhanced Professional Learning Communities**

Principals have the responsibility of being the instructional leader in the PLCs, yet many lack the skill or ability to do so. Solution two builds on the current professional learning community (PLC) model from Halbert and Kaser's "Spirals of Inquiry for Equity and Quality" (2013). Yet, it focuses on the leadership role of principals in supporting the collaborative inquiry process (Battersby & Verdi, 2015; Butler, Schnellert & MacNeil, 2014; Duyar, Gumus, & Sukru Bellibas, 2013) indicative of a community of practice model (Mitchell & Sackney, 2001) that builds "a strong and positive culture of trust, cooperation and responsibility" (Hargreaves & Fink, 2008, p. 235).

The first role of principals is sharing the lead role in running the PLC meetings. Collaboration is the key to building efficacy through PLCs (Weißenrieder, Roesken-Winter, Schueler, Binner, & Blömeke, 2015). PLCs need to have "content focus, active learning, coherence, duration, and collective participation" (Weißenrieder, et al., 2015, p. 28). With a focus on improving the success of marginalized students, PLCs are the platform needed for collaboration that "supports teachers in reflecting on their professional performance in class as to promote meaningful learning… for students" (Weißenrieder et al., 2015, p. 29). It will be essential for principals to ensure that the conversations are goal orientated and specific to teacher actions that will affect change. Breaking the cycle of excusing poor results based on external factors such as poverty or parental support must be overtly stated (Donohoo, 2017). PLCs have proven to improve TSE (Hord, 1997) as well as CTE (Wahlstrom & Louis, 2008).

Louis and Wahltstom (2008) stress that as leaders, principals need to foster reflective dialogue, develop and support shared norms about teaching and assessment, and provide for the de-privatization of practice, or the ability for teachers to observe each other, to develop CTE through PLCs (p. 480). Shifting the hierarchical nature of schools to allow for DL with the support of transformational and instructional leadership is key (Gronn, 2002; Hallinger, 2003, 2005; Hargreaves & Fink, 2008; Marks & Printy, 2003;

Northouse, 2016; Spillane, 2005). Ensuring that inclusive leadership practices are also highlighted that will continually challenge the status quo behaviours negatively affecting marginalized students is important as well (Ryan, 2006). As this change is adaptive more than technical, principals will need to feel comfortable taking a view from the balcony, watching the players in action instead of overtly leading the discussions and interactions (Heifitz & Linsky, 2002).

2.5.3   Building and Sharing Teacher Success through Teacher Networking

Experiencing curriculum changes, as demonstrated in the province at this time, can disrupt even the most efficacious of teachers in their feeling of success. Adding to the complexity of change in pedagogy for OFB requires teachers to explore differentiation of instruction for diverse learners as a concurrent area of focus. Fortunately, there are several well-researched authors whose work will help inform the integrated leadership model needed for principals to support teachers in achieving mastery and/or vicarious experiences to build efficacy in meeting the District goal of meeting the unique needs of all learners (Bandura, 1997; Cooper, 2011; Gay, 2010; Hattie 2009, 2012; 2016; Tomlinson & Moon, 2013; Tomlinson & Imbeau, 2010; Wiliam, 2011, 2016).

In keeping with SCT (Bandura, 1997) teachers must be given the opportunity to *experience* mastery to feel successful. Introducing technology, using on-line collaboration tools such as Zoom or Blackboard Collaborate, will break down the silos of teachers working in isolation in classroom, and will expand on the opportunities of teachers achieving mastery. Donohoo (2017) highlights the effectiveness of networks within and between schools, where teams work interdependently using collaborative teacher inquiry, and peer coaching. Given the inherently closed nature of AGPS, especially in how it communicates success, it is necessary to take a potentially bold step by utilizing online platforms to build horizontal communication and development of Schein's (2016) eight activities for transformational learning. Again, consistent with OFB, integrated leadership from principals will align these sharing activities with the District vision to begin the shift in practice that will lead to culture change in support of efficacy development.

2.5.4   **Resources Needed**

It would be irresponsible to suggest possible solutions that would create financial hardship on the District and risk further marginalization of students. Therefore, apart from the continued support from the District per the infrastructure embedding PLC time in the workweek, as well as the continued acquisition of technology for schools, the most significant resource needed is time. It will take time to adopt and implement the equity audits. It will take time to develop the communication patterns that will foster open dialogues between principals and union executives around staffing practices. It will take time to shift the structure of PLCs to a more collaborative approach emphasizing DL. Moreover, it will take time for teachers to become comfortable in sharing their learning, effective strategies, triumphs and struggles with their teaching colleagues in their schools and beyond, regardless of the platform chosen. I will fully expand on the resources needed for change in Chapter Three.

2.5.5   **Similarities, Differences, Trade-offs, Benefits and Consequences of Solutions**

In order to prioritize the possible solutions of my OIP it is necessary to examine the relative strengths, difficulties, and trade-offs needed for each solution to be effective in OFB. As such, I present Table 2.1 as a means of discussing the similarities, differences, trade-offs, benefits and consequences of each solution against the three themes of OFB.

1. The challenges principals face as middle managers working in a unionized environment;
2. The inherent biases that exist at the individual, school and District level towards marginalized students; and
3. The fundamental deficiencies in the communication practices of the District.

Table 2.1 Similarities, Differences, Trade-offs, Benefits and Consequences of implementing solutions to POP

Similarities between all solutions	**Equity Audits, Enhanced PLCs and Sharing of Teacher Success** • focus on working in a unionized environment (theme 1) • address potential biases in District (theme 2) • develop vehicle to enhance communication (theme 3)

Differences and difficulties between solutions	**Equity Audits** • Challenge status quo through shifting emphasis in teacher staffing from seniority to equity and quality (theme 1 and 2) • May temporarily create further barriers to communication with fear from initial data collection (theme 3) **Enhanced PLCs** • Enhances status quo by building capacity of existing structures (theme 2 and 3) **Sharing of Teacher Success** • Least intrusive for professional autonomy and practice (theme 1) • Openly supports development of lateral communication (theme 3)
Trade-offs – possible variations to solutions	**Equity Audits** • Can be partially implemented – for instance, teacher quality audit with no personal audits (theme 1 and 2) • Audits can be completed without development of LOU (theme 1) • Learning anxiety (Schein, 2016) may result as teachers and principals use evidence from audit to address issues of personal, school or systemic bias (theme 2) **Enhanced PLCs** • Teachers assume responsibility for PLCs under an integrated leadership umbrella, yet practices may not fully align with District vision or focus on efficacy (theme 2 and 3) • Teachers who do not work during the PLC blocks are excluded from this solution – negatively affects CTE as well as TSE (theme 1) **Sharing of Teacher Success** • Increased emphasis on technology may put added strain on IT department (theme 3) • Individual school focus versus developing family of schools may be necessary (theme 3) • FOIPOP considerations need to be made regarding confidentiality (theme 3) • Vetting may be necessary to avoid sharing of practices that do not support evidenced-based instructional practices to improve student success for marginalized students (theme 2)
Benefits and consequences of solutions	**Equity Audits** • Provides vehicle to openly discuss issues related to equity and efficacy for individuals, schools and the District (themes 1, 2 and 3) **Enhanced PLCs** • Reaches all teachers with whose schedules include PLC time (theme 1 and 2) • provides a framework for building communication practices (theme 3) **Sharing of Teacher Success** • All teachers can participate (theme 2 and 3, respects theme 1) *Consequences of all three possible solutions – OFB may occur*

2.5.6   **Solution of Focus, Including Rationale for Choice**

Upon review of Table 2.1, I feel that the solution of focus for my OIP is the implementation of the equity audits and the creation of a LOU to address staffing practices. Given the diversity in the student population, and the minimal data available to support the needs of marginalized students, equity audits are needed to a) allow teachers, principals and union executives address their personal, as well as the systemic biases towards marginalized students; b) help identify areas of growth for principals as they assume an integrated leadership model for change in support of efficacy development; and c) provide hard data as to facilitate discussion around staffing inequities in the District. Equity audits are the key to change (Glaze, Mattingly, & Levin, 2011).

Ultimately, the interrelated nature of the themes of OFB creates interrelated solutions. The best success for my POP is full implementation of all three solutions. As Schein (2010) states, "unless the new way of doing things actually works better and provides the members a new set of shared experiences that eventually lead to culture change" (Schein, 2010, p. 312) efficacy will not improve.

2.6 **Leadership Approaches to Change Revisited**

OFB highlights the importance of district level leadership in supporting change. In keeping with the solutions to my POP, Leithwood and Jantzi (2008) found that district leadership that supports principals in building collaborative cultures and structures that encourage collaboration are most significant. Given these findings, the importance of enhanced PLCs and the sharing of teacher success through the development of teacher networks become even more important for the success of my OIP.

Not all authors support principal leadership as the most effective means of effecting change. Rottmann (2007) challenges the whole premise of my OIP, in as far as I have identified principals as change agents. In working towards social justice change, Rottmann suggests that the magic leader principle of OFB will only perpetuate the inequities of the marginalized as principals placed in schools deemed as the most

challenging based on their heroic leadership skills often fail, as they do not have access to the resources needed to affect the change needed.

I have already indicated that principals in AGPS do not have access to the resources or influence of senior managers. The issue, Rottmann suggests, occurs when principals deviate from the norms of practice valued at the top of the hierarchical structure, leaving individual schools and leaders unsupported. Relying on the actions of the principal as the advocator/resister (Rottmann, 2007) to affect change effectively ties the change to this individual, making lasting change impossible. Given this position, I refer to the possible solutions to my POP for support of my position that integrated leadership practices by the principal, including that of employing DL, is necessary for positive change in AGPS.

Consider the implementation of equity audits, along with the creation of a LOU around staffing practices, identified as the most significant of the solutions proposed, as a case in point. A single principal acting alone in their building cannot do this action. Ignoring the need to work directly with union officials will not work either. The role of the union is once again pivotal. Activism is not new for the teacher union in AGPS or the province. However, activism triggered by equity-based data is. Such activism would provide a voice to challenge the status-quo. "If social justice advocacy groups working towards different but equally important goals can forge careful and sensitive alliances with one another in ways that do not reinforce internal hierarchies and do not collapse the goals of differently positioned groups into a common set of actions, there may be space for equitable change on both a macro and micro scale" (Rottmann, 2007, p. 72).

The implementation of equity audits to address staffing inequities and challenge the status quo is only possible when principals and union officials work in tandem. As Theoharis (2007) contends, my OIP does require principals to re-examine what they may consider as "good leadership" in that "decades of good leadership have created and sanctioned unjust and inequitable schools" (p. 253).

Principals practicing instructional leadership to develop TSE and CTE are visibly involved in the instructional work of teachers. While principals do not need to be the

experts on the all curriculum, they do need to "create a sense of trust such that teachers are willing to discuss instructional issues with them" and must share responsibility so that teachers will also share with others in less formal leadership positions (Wahlstrom & Louis, 2008). DL and trust are key, as Wahlstrom and Louis (2008) found that "expanding the decision-making arenas in schools to include non-administrators is an important step that leaders can take in long-term efforts to improve instruction" (p. 479). Enhanced PLCs and sharing teacher success through networking, identified as possible solutions to my POP, rely on this type of instructional leadership from the principal. Donohoo (2017) specifically cites collaborative teacher inquiry, a main tenet of the work of PLCs, as particularly effective in developing CTE. Yet, this will not be easy in AGPS.

Shifting the long-held belief that student success, particularly for marginalized students in AGPS, is due to external factors, such as SES and family involvement, to a new belief that student success is due to *teaching* is going to take time. Donohoo (2017) contends that the shift happens when teachers work through the collaborative inquiry process long enough to shift instructional practices. The mindset shift from *I taught it but they did not get it* to *I have not taught it until all students have learned it* will be the indication that CTE and TSE has increased (Donohoo, 2017).

Openly addressing and naming the structural and philosophical barrier in AGPS between the contractual differences of professional *development* and professional *learning* must occur. Principals as integrative leaders must ensure that the professional learning of PLCs is rooted in addressing the learning needs of all students, not the traditional model of autonomous professional development of teachers (Preus, 2011). Brown et al. (2017) highlight the long existing tension that exists in BC around the contract provisions that teachers have in regards to professional development over the need for professional learning that is collaborative and inclusive of both teacher and District needs. The changes suggested through my OIP provide means of working successfully within these barriers in a way that supports all needs.

Donohoo (2017) outlines a practice of peer coaching, with teachers working directly with teachers. It reduces isolation, builds on mastery and vicarious experiences

of both the coach and the coachee, and allows for verbal persuasion from principals in supporting the environment for such activity to occur (Donohoo, 2017). Peer coaching is just one example of how principals can practice aspects of integrated leadership in support of the possible solutions to my POP (sharing of teacher success and the development of teacher networks) to address some of the barriers to success in District (communication practices).

Just what are the specific individual and institutional leadership practices that will *change* to teach the new vision of improved efficacy? To realize the District vision of *success for all,* principals, teachers, union officials, senior leaders and all other stakeholder groups must invest the time to develop more than a cursory understanding of the effects that TSE and CTE has on schools in the District. This may begin with exploring Hattie's (2016) findings the CTE are the most influential factors for student success.

Secondly, principals must begin to align their practices with what the research says supports teachers in terms of efficacy development, following an integrated leadership approach for change. The solutions presented to my POP suggest three areas of focus, but engaging in any of the solutions without first fully examining one's leadership practices could potentially exacerbate instead of improve efficacy. While I am not suggesting that principals go through checklists to determine their degree of transformational, instructional, distributed or even inclusive leadership skills/practices or beliefs, I am suggesting that the District moves beyond speaking of instructional leadership as the panacea for moving student learning forward. Principals must be able to use a variety of leadership practices, suited to the needs of individual teachers and situations, in order for change to occur.

In review, Chapter Two presented an integrated leadership approach designed for principals to support teachers in developing efficacy to support the success of marginalized students. The integrated leadership approach allows principals to address disconnect between the District vision, goals and current practice, cited as areas of concern in the critical organizational analysis. Using organizational frame bending

(Nadler & Tushman, 1989), I identify three themes of focus including principals working in a unionized environment, issues of bias, and issues with communication practices. Finally, possible solutions are shared address these themes.

In Chapter Three, I will continue the discussion of integrated leadership and show an alignment between integrated leadership and social cognitive theory for leading school change. I will then provide a proposed amended structure for schools, including the introduction of School Leadership Teams. I will share detailed plan-do-study-act cycles, followed by communication plans to inform all target groups of the proposed changes needed to affect growth in TSE and CTE. Chapter Three will conclude with future considerations for my OIP.

3   **Chapter 3 Implementation, Evaluation and Communication**

3.1 Change Implementation Plan

The changes needed in AGPS to address my problem of practice (POP), which *explores the leadership necessary to develop teacher efficacy (Bandura, 1994, 1997) for working with marginalized students in support of improved student success, helping teachers develop both the skill and the will to do so,* are both strategic and adaptive. In Chapter Two, I utilized Nadler and Tushman's Organizational Frame Bending model (OFB) (1989) as the framework to develop the change plan. Through this effort, I identified three themes of focus for my OIP: to improve communication between senior management and school based principals; to develop a positive, impactful and trust-centred working relationship between school principals, teacher union representatives and union officials; and to address issues relating to systemic bias of staff in working with marginalized populations. These goals inform the overall goal of improving the success of marginalized students in alignment with the District vision of *success for all.*

In Chapter Three, I will develop a strategy for change with the introduction of School Leadership Teams integral to a new school organizational chart. Further, I will share multiple Plan Do Study Act cycles that will develop each of the themes for change. I will then outline ethical considerations for change, and present a detailed communication plan developing the necessary steps for successful implementation of all aspects of my OIP. Finally, I will present five considerations to enhance and extend the change plan in support of efficacy growth.

3.1.1   Strategy for Change

The strategic changes in my OIP reflect principles of second order change as described by Marzano, Waters, and McNulty (2005), Fourth Way Solutions as shared by Hargreaves and Shirley (2009), and are consistent with the acceleration stage of the Change Path Model (Cawsey et al., 2016). While I have framed my OIP from a District perspective that creates the urgency for change in support of marginalized students, the actual change implementation plan begins with a school-based approach. Ideally, all levels within the hierarchical leadership structure of the District would support the

leadership, structural and eventual cultural changes needed to develop efficacy in support of meeting the needs of marginalized students. However, my position as principal brings the focus of change to schools at this time.

Consistent with the integrated leadership approach to principal leadership highlighted in Chapter Two, the development of School Leadership Teams becomes the priority change initiative. The BCTF already supports a School Leadership Team approach, offering training sessions for staff representatives in building such teams (BCTF, 2017). These teams focus on "practical ways to use the power of the team to support and advocate for members, create positive relationships in schools, and promote teacher education agendas" (BCTF, 2017, n.p.). The inclusion of the school principal on the School Leadership Team would be a departure from the BCTF model. In keeping with the theme of building trusting relations between principals and Union members, acknowledging the support that the BCTF already has in School Leadership Teams as leadership basis to lead change must be emphasized as this critical step in the change plan is developed.

Deemed a second order change, the School Leadership Teams in regards to my OIP will flatten out the hierarchy within schools and build collaborative and trusting relationships between school-based principals, the union representatives within each school, and teachers, while focusing on the development of TSE and CTE. Marzano et al. (2005) list seven leadership responsibilities critical for such change, including knowledge of curriculum, instruction and assessment, optimizer, intellectual stimulation, change agent, monitoring/evaluating, flexibility, and ideals/beliefs (p. 116). The parallels between these leadership responsibilities and integrated leadership (Hallinger, 2003; Marks & Printy, 2003; Printy et al., 2009) and SCT (Bandura, 1997) are striking. Not only is there a theoretical link between leadership practices and leadership responsibilities, each of the leadership responsibilities clearly supports the development of TSE or CTE. Table 3.1 fully describes the alignment of integrated leadership with SCT and second order change leadership responsibilities.

Marzano et al. (2005) stress the importance of voluntary participation in School Leadership Teams. However, to address the goals for change, it is essential that the leadership team includes the school principal (and vice principal if assigned) as well as the staff representative (staff rep) for the Teachers' Union. In keeping with the BCTF model, other teacher leaders would also be encouraged to participate, including the professional development chair, the social justice advocate, the staff committee chair, and the health and safety representative (BCTF, 2017). All of these teacher leader positions are voluntary positions. Moving to a place where these typical Union directed positions also include the expectation of working directly with principals in a shared leadership capacity on the School Leadership Team will need to be seen as a way to enhance teachers, not threaten the strength of their Union affiliation. I am going to focus on the relationship between the Union staff representative and the school principal in my discussion of School Leadership Teams.

Traditionally, the role of staff rep has been to liaise between the union and principals in support of teachers and to address any potential contractual issues that may arise. The role at times can be quite adversarial. However, the leadership team approach would see a flattening of the school hierarchy and the "embodiment of norms of reciprocity, active trust, and democratic deliberation" (Hargreaves & Shirley, 2009, p. 99). It is incumbent upon principals to help staff develop the knowledge and ways of thinking that will help individuals volunteer for this, and other, leadership roles (Cawsey et al., 2016). I will share my plan on building capacity for teachers' understanding of this shift in school leadership structure though the Plan Do Study Act and communication plans later in the chapter.

Table 3.1 Aligning Integrated Leadership and SCT with Second Order Change Leadership Responsibilities

Integrated Leadership (Hallinger, 2003; Marks & Printy, 2003; Printy et al., 2009)	Second Order Change Leadership Responsibilities (Marzano et al., 2005)	Social Cognitive Theory to develop Efficacy (Bandura, 1997)
Instructional leadership Inclusive leadership	Knowledge of curriculum, instruction, assessment	Vicarious experience
Transformational leadership	Optimizer	Verbal persuasion, Mastery experience
Instructional leadership Distributed leadership Inclusive leadership	Intellectual Stimulation	Mastery experience, vicarious experience, verbal persuasion
Instructional leadership Transformational leadership Distributed leadership Inclusive leadership	Change Agent	Vicarious experience Verbal persuasion Affect
Instructional Leadership	Monitoring/Evaluating	Verbal persuasion Vicarious experience
Distributed leadership Transformational leadership	Flexibility	Verbal persuasion Mastery experience
Transformational leadership Instructional leadership Distributed leadership Inclusive leadership	Ideals/Beliefs	Mastery experience Vicarious experience Verbal persuasion

There has been considerable effort within AGPS to improve the relationship between the District and the Teachers' Union over the past few years. The move to School Leadership Teams as defined by my OIP is a much-needed next step to enhance this relationship. Working in one of three provinces in Canada where principals are not part of the Teachers' Union, but where principals and teachers are governed by the same expectations for conduct through the Teacher Regulation Branch (TRB), the creation of school leadership teams specifically designed to foster a collegial and respectful approach with shared decision making is much needed.

A leadership team approach will not only improve the relationship within schools, it will eventually lead to increased openness between schools. Conversations will no

longer be principal to principal and teacher rep to teacher rep regarding ideas, celebrations or concerns. Rather, team members will be able to interact directly with other team members from different schools knowing that similar structures are in place to support shared decision-making. While the move to School Leadership Teams may not address the communication issues between principals and senior staff, it has the potential to open communication within schools and eventually between schools.

3.1.2   New Organizational Chart

AGPS is a hierarchical District. As previously stated, it is beyond the scope of my OIP to change the entire structure of the District. Yet, it is possible to reconfigure the structure within schools to build capacity to affect TSE and CTE. As shown in figure 3.1, the new organizational chart for schools sees the creation of School Leadership Teams, with the open acknowledgement of the role of the union staff rep within each team. The relational arrows indicate a reciprocity in the relationship between various stakeholders as well as the creation of an external network between a family of schools' network. This network will develop through direct collaboration of principals and staff reps between schools using on-line platforms such as Zoom or Blackboard Collaborate, to further build TSE and CTE as well as address some of the communication issues within the district.

Superintendent

Assistant Superintendents, Director of Instruction

Family of Schools Network

School Based Principals

School Leadership Team

Teachers

Union Staff Rep
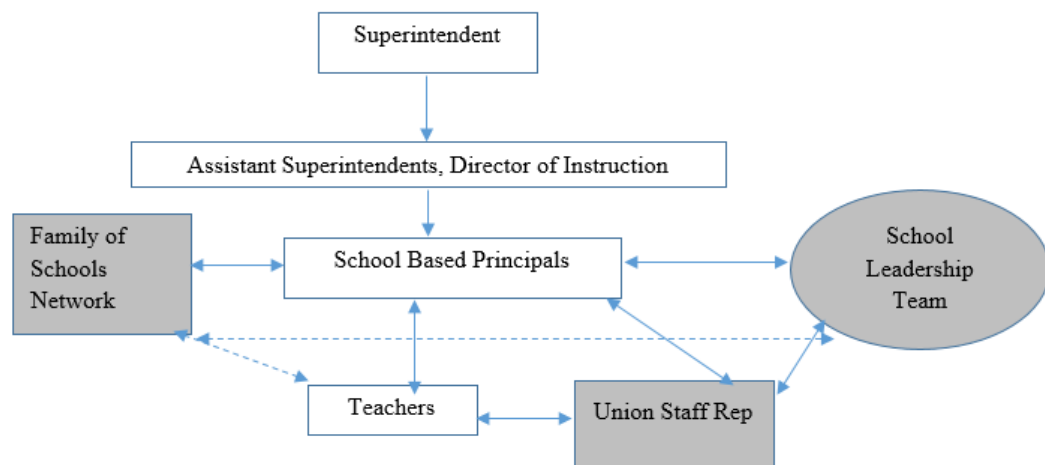
White Boxes – Existing Organizational Chart
Grey Filled – New Organizational Chart

Figure 3.1 Proposed New Organizational Chart AGPS

3.1.3   **Plan for Managing the Transition**

The creation of school leadership teams to develop TSE and CTE requires both a structural and a cultural shift (Bolman & Deal, 2013) for schools. Leveraging the relationship between the union and school-based principals is integral to the success of my OIP. As suggested in Chapter Two, Schein's (2016) stages of learning/change describes what may well be the reaction to the structural change of flattening the hierarchy in schools while building a collective understanding of SCT and efficacy development. To understand principal, teacher and union reaction to change, and to allow for adjustments in the change implementation process to address such concerns, the Adoption Continuum (Cawsey et al., 2016) will once again be employed to help monitor stakeholders' positions. Further, the Coherence Assessment Tool (Fullan & Quinn, 2016, pp.131-132) will provide a step by step process for ensuring that the goal of "*success for all*" does not get lost in the process of shifting practices within schools

Enhancing the PLC model currently in existence in AGPS through use of the School Leadership Team allows for the principal, staff rep and other teachers to work together to develop a shared sense of purpose towards developing TSE and CTE. In keeping with the Coherence Tool (Fullan & Quinn, 2016), this relationship will help set the direction of the PLCs, create collaborative cultures required for CTE development, deepen the learning around issues related to efficacy including the absence of equity tools and issues related to bias, and secure accountability to measure progress. "One way of achieving a workable and successful balance between group interests is to conceptualize leadership in professional learning as "distributed." Within a distributed leadership framework, all groups— and individual educators—have a legitimate voice in determining and organizing professional learning. Mutual respect and a willingness to share responsibility is the minimum acceptable requirement to make distributed leadership approaches work" (Brown et al., 2017, pp. 34 35). The addition of on-line platforms to enhance PLCs and to keep people connected in between face-to-face meetings is also part of this plan.

Time and information are two significant resources needed for change implementation. Similar to the results of the Adoption Continuum shared in Chapter

One, I would suggest that most stakeholders are at the awareness stage in their understanding of SCT and the various ways of developing efficacy for teachers and schools. It is necessary for continued use of the Adoption Continuum (Cawsey et al., 2016) to reflect stakeholders' understanding of the various equity audits, including issues relating to purpose, target group, possible outcomes, and relevance for teacher development through PLCs and other avenues. Having time to explore the use of the Equity Continuum (Centre for Urban Schooling/OISE University of Toronto, 2011) from Ontario, for example, will be a helpful part of the information process.

Technology is another resource needing careful consideration in the change implementation plan. School Leadership Teams in the 21st century do not need to rely on face-to-face meetings to be effective. An actionable item of my OIP is the introduction and development of networking tools such as Zoom, Blackboard Collaborate, Google for Education, Microsoft Office 365 and Sharepoint, and Skype, allowing for networking between classrooms within schools and between schools while teachers are teaching or teams are meeting. Gone are the days where effective teams must be in the same room to facilitate change. While this approach may not seem revolutionary for some jurisdictions, it is for AGPS. Being able to watch, in real time, a colleague teaching with mastery opens the possibility for efficacy to develop in many ways. Further, it also allows leadership teams to work between schools, effectively addressing the POP solution of networked sharing of teacher success stories suggested in Chapter Two, not to mention second order change initiatives.

As for potential implementation issues related to the change plan, I must consider the possibility that principals may not wish to move to a School Leadership Team model to develop teacher efficacy, working collaboratively with staff reps and teachers. To mitigate this risk, the priority for change must start with principals developing their personal understanding of TSE, CTE, and SCT, including how each affects student learning. I will develop this through continual professional development with principals. Sharing the data from Chapter One which shows the gap in student success for marginalized students versus the general student population, as well as staffing data

which clearly shows a discrepancy in teacher turn over in the high-need focus schools versus non-focus schools is vital.

Principals must be the champions for implementation of the equity audits. Resistance from principals will effectively stop any hope of these audits becoming part of regular practice in schools. Connecting each of the equity audits shared in Chapter Two to the TRB and BCPVPA Leadership Standards to the legal responsibility of principals working with teachers in supporting students may be a necessary step. I would suggest that this is a Fourth Way Change as it will create an inspiring, innovative and inclusive mission that will allow for transparent and responsible leadership that is evidenced informed but not accountability driven (Hargreaves & Shirley, 2009, p. 110).

With principals as change agents in support of efficacy development, determining short, medium, and long-term goals is essential to track ongoing success and to adjust the implementation plans. Appendix E gives a detailed timeline for change, highlighting not only the goal of each change initiative but also the timeline, resources needed, and assessment tools for each goal. The short-term goals build collective understanding for change and the establishment of School Leadership Teams following an integrated leadership model. Medium-term goals focus on the work of the School Leadership Teams as they implement the change strategies that will build teacher capacity in both will and skill to become more efficacious in working with all students, whereas the long-term goals speak to further iterations of my OIP that lead to District level change, including the examination of staffing practices.

However, there are several limitations needing consideration regarding my implementation plan. The development of School Leadership Teams challenges the hierarchical structure within the District. This partnership between school-based principals and union staff reps will be a clear departure from the traditional relationship, requiring a high level of reciprocal trust and a clear sense of purpose. Marzano et al. (2005) support the creation of such a purposeful community, defining "a purposeful community as *one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes*"

(p. 99, emphasis in original). This second order change will allow school-based principals and their teacher union representatives to adapt leadership to situations as they occur while providing teacher leaders opportunities to work to the edge of their competence, and provide a direct avenue to share common held ideals and beliefs (Marzano et al., 2005).

A second limitation of the implementation plan is the quickly changing political landscape in the province regarding the collective rights of teachers to bargain for working conditions. The impact of November 2016 Supreme Court of Canada (Supreme Court of Canada, 2016) ruling regarding class size and class composition language is yet to be determined. As conversations regarding these changes continue throughout the province, it behooves school-based principals to maintain a clear and open dialogue with staff and staff reps to ensure that the interest of students is not lost. Principals must not ignore the threat of further marginalization of students with special needs.

The success of the change implementation plan is contingent upon voluntary participation from principals, staff reps and teachers. While Hattie (2016) reports that CTE has the highest effect size for student success, will these findings, as well as the multiple other sources included in my OIP, have a mitigating role to discount earlier findings by Marzano et al. (2005) where school faculties do not typically believe that they can make a difference on student success? Communication, which is one of the areas of focus on my OIP, takes on a critical role in the implementation plan, as the message of hope that comes through efficacy development will influence participation by all team members.

Structurally and politically speaking, the resource of embedded PLC times comes with a financial cost to the District. Further, parents as stakeholders continually voice concerns of lost instructional time for their children. Decisions around maintaining the embedded PLC times within the workweek occur at the District level, involving budgetary and calendar considerations. Principals can lobby for continued support of PLC time. However, it is not beyond the ability of a school-based principal to structure

the school week in such a way to ensure PLC time continues even without District support.

Finally, there is no built-in measure of TSE in this change implementation plan. This may prove as a limitation to measure individual growth over time. While there are several well researched and empirically sound measures of TSE, including Tschannen-Moran and Woolfolk Hoy's *Teachers' Sense of Self Efficac*y (2001), recommending the use of TSE surveys may be consider an evaluative measure instead of a growth-inspired measure. Given the tenuous relation between principals and the union regarding teacher autonomy and teacher evaluation, I have chosen not to use this potentially controversial measure. Working to develop a trusting relationship between principals and teachers and their union is more critical for the first iteration of my OIP. Further, Donohoo (2017) suggests that measuring CTE is less invasive and equally effective when looking at systemic change. Finally, I consider the implementation of equity audits as an alternate tool, one that may help identify pedagogical areas of focus over personal areas of focus that may ultimately help develop the can-do feeling needed for TSE development.

3.2 **Change Process Monitoring and Evaluation**

3.2.1   **PDSA Cycle 1 – Developing a Shared Understanding of SCT (Bandura, 1997)**

The complexity of the changes needed for the successful implementation of my OIP requires a scaffolding of ongoing Plan Do Study Act (PDSA) cycles. Figure 3.2 illustrates the first cycle, involving the development of a shared understanding of SCT (Bandura, 1997) for both principals and staff reps. Given the significant weight of Hattie's (2016) findings on the effects of CTE on student achievement, the implementation of this PDSA cycle should be met with little, if any, resistance.

Cycle 1 also represents an initial shift towards an integrated leadership model supporting the development of efficacy, as it focuses on developing the shared understanding of efficacy with principals and their teacher union reps concurrently and collectively. I refer back to Figures 1.1 and 1.2 for illustration. Utilization of Donohoo's

(2017) Collective Efficacy Tool to collect baseline data on CTE feelings, and Fullan and Quinn's (2016) Coherence Tool to guide group discussions and align practices, will be an essential part of this cycle.

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                    ┌─────────────────────┐
                    │   Develop shared    │
                    │  understanding SCT  │
                    │   (Bandura, 1997)   │
                    └─────────────────────┘
   ┌──────────────────────┐        ┌──────────────────────────┐
   │ CTE and TSE development│        │  In-Service for Principals│
   │ priorizited, SCT (Bandura)│     │  and Union Reps usings    │
   │ basis of Coherence (Fullan│     │  Collective Teacher       │
   │   & Quigg, 2016)      │        │  Efficacy (Donohoo, 2017) │
   └──────────────────────┘        └──────────────────────────┘
              ┌──────────────────────────┐
              │   Implementation of      │
              │ Collective Efficacy Tool │
              │   (Donohoo, 2017) and    │
              │  Coherence Tool (Fullan  │
              │    & Quigg, 2016)        │
              └──────────────────────────┘
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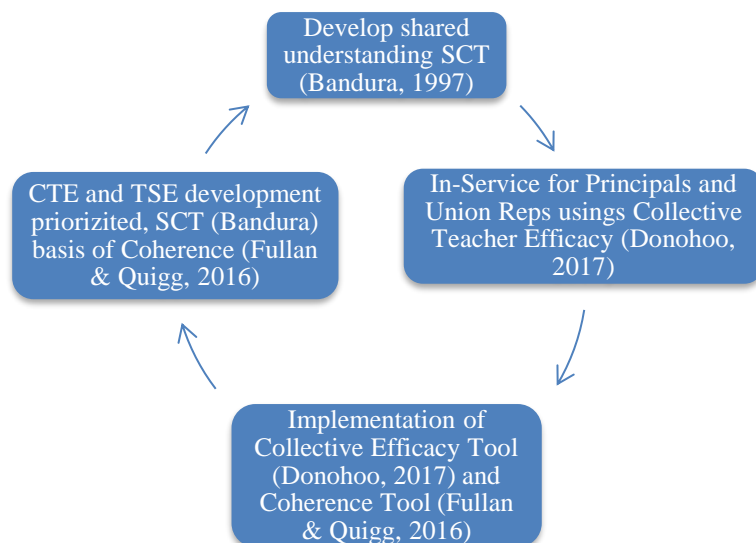
Figure 3.2 PDSA Cycle 1 Developing Shared Understanding of SCT

3.2.2   **PDSA Cycle 2 – Developing School Leadership Teams**

Building from cycle 1, the second PDSA cycle shared in Figure 3.3 focuses on second order change possible through the development and implementation of School Leadership Teams (Marzano et al., 2005). From an integrated leadership perspective, School Leadership Teams allow principals to work collaboratively with teachers, using aspects of distributed, transformational, instructional and inclusive leadership to guide the work of the teams. The overarching role of School Leadership Team is to focus on staff development through a variety of professional learning opportunities. As such, the development of the skill as well as the will needed for TSE and CTE in support of improved student outcomes for all students, with a special focus on the needs of teachers working with marginalized students will be actualized.

As has been shared, Marzano et al. (2005) second order change actions for school leadership teams coincide with integrated leadership (Hallinger, 2003; Marks & Printy, 2003; Printy et al., 2009) and SCT (Bandura, 1997). Given that three of the efficacy

building experiences are mastery experience, vicarious experience, verbal persuasion (Bandura, 1997), and the correlation of these experiences with principals' use of transformational, instructional and distributed leadership, the actions of the leadership team approach (Marzano et al., 2005, pp. 117, 120) as described in cycle 2 PDSA must be considered from a multi-faceted viewpoint.

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                    ┌────────────────────┐
                    │  Development of     │
                    │     School          │
                    │ Leadership Team     │
                    └────────────────────┘
     ┌──────────────────────────────┐   ┌──────────────────────────┐
     │ Track changes in CTE through │   │ Establish Team, protocols,│
     │ Collective Efficacy Tool     │   │ shared purpose, union     │
     │ (Donohoo, 2017); determine   │   │ considerations,           │
     │ targets met and areas in need│   │ communication plans       │
     │ of improvement and adjust    │   └──────────────────────────┘
     │ actions of Team Members      │
     │ accordingly                  │
     └──────────────────────────────┘
                ┌────────────────────────────┐
                │ Monitor effectiveness using │
                │ Leadership Team             │
                │ Responsibilities and        │
                │ Actions (Marzano et al.,    │
                │ 2005, p. 117, 120)          │
                └────────────────────────────┘
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Figure 3.3 PDSA Cycle 2 Developing School Leadership Teams

3.2.3   **PDSA Cycle 3 – Implementation of Equity Audits**

The third PDSA cycle for monitoring and evaluating change in my OIP focuses on the implementation of equity audits. The implementation of equity audits is the most controversial of the possible solutions. As such, the success of this PDSA cycle is dependent upon the prior, or at the least, concurrent implementation of the previous two PDSA cycles.

Referring to the three themes identified in OFB (Nadler & Tushman, 1989), PDSA cycles one and two address the challenges principals face as middle managers working in a unionized environment as well as the deficiencies in communication within the District. These cycles focus on the creation of a new leadership model in schools and improved lines of communication between principals and teachers, and their union. I

anticipate that the overt sharing of teacher success stories in working with marginalized populations made possible by the new organization will also positively affect communication in the District. PLC sessions and staff meetings provide the venues for the sharing of teacher success stories. Celebrating teacher and school success will be the driving force behind these improvements!

The third, and last, set of PDSA cycles address the inherent biases of individuals and schools in working with marginalized student populations by creating an implementation plan for the various equity audits. These audits require individuals and schools to examine both personal and collective beliefs, biases, attitudes and abilities and identify any possible barriers that may be affecting TSE and CTE for working with marginalized student populations. As Hattie (2015) writes, "Equity is critical ... equity in that the possibility of attaining excellence is available to any student regardless of their background, prior achievement or the financial acumen of their parents" (p. 26).

3.2.3.1   Audit one – Principal focus.

While the equity audit tools and target groups vary, the PDSA cycle for equity audit implementation is consistent. Target group one is school-based principals. It is imperative that principals look at their own professional and personal beliefs and biases before they begin this delicate work with their teachers. Principals have the option of using two different tools, the first involving aspects of the BCPVPA Leadership Standards relating specifically to issues of efficacy (BCPVPA Standards Committee, 2015) (Appendix F), with the second being an equity-specific scale taken directly from the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015) (Appendix G).

Principals will use the information from the audit(s) of their choice to influence their capacity as change agents in support of marginalized students. As such, it is conceivable that the implementation of the PDSA cycle for principals may occur concurrently with in-service on SCT, TSE, and CTE. In the knowing-doing continuum, understanding SCT falls more in the knowing domain, while working with equity audits as principals is more of a "do". Principals have traditionally taken on professional

learning as is suggested here in an individualized manner. I suggest, however, that this work would be more powerful if principals work together in groups of three or more, building a trusted network to help address issues as they arrive. As most of the principals in AGPS work as lone administrators in schools, having a colleague who is traveling the same path would support principal efficacy. One need not look further than the findings in the Truth and Reconciliation Report (Truth and Reconciliation Commission of Canada, 2015a, 2015b) to realize that change will only occur with deep reflection and acknowledgement on personal issues of bias. Fortunately, I will be able to leverage my current leadership position in the principal PLC to help nuance principals to work in pairs or triads on this critical work.

3.2.3.2   **Audit two – School focus.**

Moving on, school-based principals and their teaching staff form the second target group, following a PDSA cycle for implementation of the Equity Continuum (Centre for Urban Schooling/OISE University of Toronto, 2011) (Appendix H). The School Leadership Team will play an integral role in implementing this tool with fidelity, with focused work occurring as part of the enhanced PLC model. Results from this audit will directly inform the Coherence Tool (Fullan & Quinn, 2016), helping the PLC conversations to maintain focus on both equity issues and improving efficacy. I anticipate PLCs will need further resources to support teacher development, as issues related to bias are unpacked. Possible professional resources include *Culturally Responsive Teaching* (Gay, 2010); *Assessment and Student Success in a Differentiated Classroom* (Tomlinson & Moon, 2013); *Leading and Managing a Differentiated Classroom* (Tomlinson & Imbeau, 2010); *Embedded Formative Assessment* (Wiliam, 2011); *Leadership for Teacher Learning* (Wiliam, 2016), and *Redefining Fair How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms* (Cooper, 2011). Other resources may include release time, as well as funding through professional development programs. One of the roles of the School Leadership Team will be to work with teachers to help them access grants available through their Union, the District and the Ministy to enhance this learning. The discussion of the results from the equity audits,

as well as the creation of plans to amend teaching practices will increase the importance of the on-line collaboration tools within and between schools.

3.2.3.3   **Audit three – Teacher quality focus.**

The final target group for the last equity audit on teacher quality involves a broader audience of senior management, teacher union officials and principals. Moving away from the individual and school focus of the previous audits, the Teacher Quality Audit (Skrla et al., 2004) (Appendix I) focuses on staffing equity issues as demonstrated in Appendix C. With a goal to open communication and provide evidence and momentum to amend the post and fill language in the collective agreement, this audit will identify inequities that may exacerbate all other attempts to develop efficacy.   It is crucial to link the effect that CTE and TSE has on student success (Akan, 2013; Bangs & Frost, 2012; Çalik et al., 2012; Donohoo, 2017; Goddard et al., 2000; Goddard, & Skrla, 2006; Hattie, 2016; Pas et al., 2012) with the purpose of this audit. Success on this stage of the communication and implementation plan will align hiring practices with the District vision of *success for all*.

I am fully aware that the current organizational structure of the District may prevent the successful execution of this PDSA cycle (Figure 3.3) for this audit, as principals do not currently possess the influence needed to organize this target group into action. However, as School Leadership Teams develop strength through their collective work through the PDSA cycles, and as the network of schools develop focusing on the sharing of teacher success, I propose that a sense of urgency will emerge allowing for this work to begin. As shared in Chapter Two, this is the most controversial of all solutions to my OIP and only time will tell if the union will be willing to even begin conversations on amending the post and fill language in support of improved efficacy for teachers.
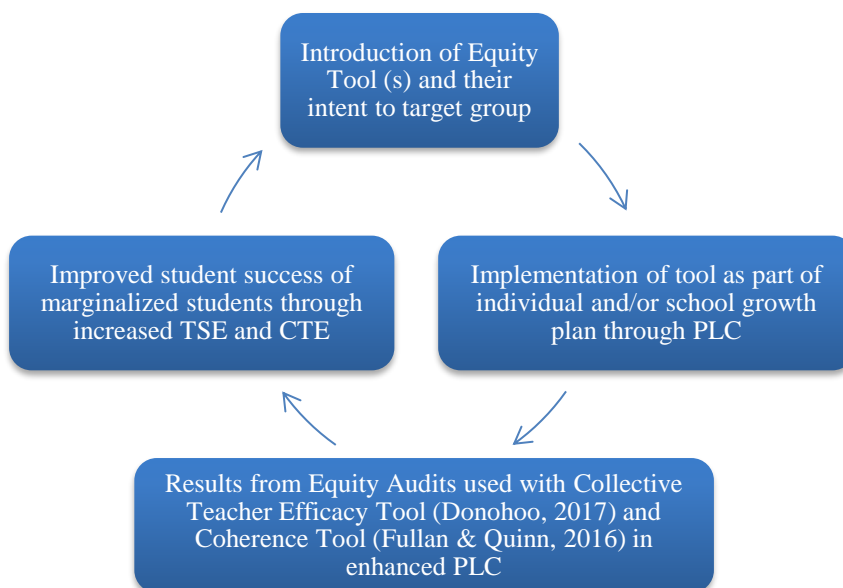
Figure 3.4 PDSA Cycle 3 Implementation of Equity Audits

3.3 **Leadership Ethics and Organizational Change**

A change implementation plan such as the one I am proposing for AGPS does not come without its ethical challenges and considerations. At a basic level, and consistent with working in a unionized environment, teachers as well as principals are governed by the code of ethics of their respective organizations (BCTF, 2016; BCPVPA, n.d.), as well as the professional responsibilities established through the TRB (Ministry of Education, 2016b). As such, principals and teachers alike must remember to address issues related to efficacy in accordance with the ethical guidelines set out in these governing documents. There are also codes of conduct for teachers and principals set out in the School Act, as well as through administrative procedures of the District. Further, both principals and teachers must follow the language of the collective agreement. Confusing altruism with ethics when working to develop efficacy is possible; however, these governing documents provide a safety net to monitor principal and teacher behavior along the way.

It would be unethical for a principal to contravene the language of the collective agreement, particularly around issues related to evaluation of teacher competence, under the guise of addressing efficacy concerns. It would also be unethical for principals to

negate their fiduciary responsibility of due diligence regarding teacher performance issues or student protection when these concerns may also be related to efficacy issues. I have suggested earlier in my OIP that a lack of efficacy may be a root cause of many such issues. An ethical consideration would be for principals to work with teachers to develop TSE and CTE as part of a growth or improvement plan in addition to any other outcomes of either a teacher evaluation or investigation.

Principals, working with their School Leadership Teams, must be able to engage in what Hargreaves and Shirley (2009) describe as fourth way change. "The Fourth Way promotes educational change through deepened and demanding learning, professional quality and engagement, and invigorated community development and public democracy" (Hargreaves & Shirley, 2009, p. 109). Both Hargreaves and Shirley (2009) and Fullan and Quinn (2016) emphasis the need for coherence in any change initiative. Coherence also allows ethical considerations to be part of the work in creating a safe, inclusive environment with a fully integrated approach to leadership. To create a School Leadership Team model to support efficacy development without a shared belief in the purpose, scope, and direction of this team is more than unethical. Such a move could perpetuate the historically bureaucratic and hierarchical model of top down change initiatives that would leave teachers being change recipients instead of change instigators or facilitators (Cawsey et al., 2016).

The achievement gap between marginalized students and the general student population, as well as the discrepancy in teacher postings in the high need focus schools versus non-focus elementary schools, presents an additional ethical consideration. Fourth Way Solutions are evidenced-informed and are mission and conditions driven (Hargreaves & Shirley, 2009). Ehrich, Klenowski and Spina (2015) suggest that "ethical leadership promotes values such as inclusion, collaboration and social justice when working with staff and students alike ... they promote the achievement of all students, especially those who are least advantaged and marginalized by the current system" (p. 199). A status quo response from principals as change agents would create ethical tension, as inaction or disregard of the evidence would contravene the District vision of *success for all.*

The primary change agents of my OIP are school principals. Starratt's (1991, 2005, 2009) presents three types of ethics that principals must consider. School administrators must be prepared to critique or analyze the historic bureaucratic structure and mindset of schools. This ethic of critique questions "'Who benefits from this arrangement?" "Which group dominates this social arrangement?" "Who defines the way things are structured here?" "Who defines what is valued and disvalued in this situation?'" (Starratt, 1991, p. 189; 2005). The historically bureaucratic system of AGPS presents ethical challenge for principals, as they must maintain a fiduciary responsibility to their employer. The implementation of equity audits with fidelity provides a vehicle to begin this ethical discourse, allowing for systemic and sustainable change (Hargreaves & Shirley, 2009). The tool becomes the focus for the discussion instead of a challenge of long-held views of authority within the District.

Social justice change as suggested by my OIP also needs consideration from an ethics of justice viewpoint (Starratt, 1991, 2005, 2009). The ethical question here requires principals and teachers alike to consider individual rights versus the needs of the common good, allowing the needs of marginalized student to become the driver for change. Fortunately, my OIP provides a safe vehicle for this discourse as well, as it will emerge naturally from discussions of the equity audits. The School Leadership Team and enhanced PLC model allows principals to work with their staff to challenge historical beliefs and biases, including issues of white privilege (Daniel, Campbell, Portelli, & Solomon, 2005) with caring and concern. The BCTF model of School Leadership Team insists that the social justice advocate is part of the team (BCTF, 2017). This position may pivotal in building the trust needed for these conversations to develop.

Creating schools that are safe for such deep discussion introduces an ethic of caring (Starratt, 1991, 2005, 2009). I cannot emphasize enough the need for schools to be safe, caring and inclusive for staff as well as students. Fourth Way Solutions develop active trust, are transparent and responsible, and allow for engagement and voice (Hargreaves & Shirley, 2009). Bryk and Schneider (2002) and Muhammed (2009) write on the integral role trust plays in building strong, collaborative and trusting school communities. As Cormer (1995) says, "No significant learning can occur without a

significant relationship" (n.p.). Principals need to be responsive to the ethic of caring and focus on developing relationships within schools that will move these delicate yet essential conversations forward. Failure to do so may undermine all potential work of the School Leadership Team and the collective efforts to improve efficacy.

3.4 **Change Process Communication Plan**

Westersund (2017) defines a communication plan as a multifaceted tool designed to indicate how the target audience will receive, understand and most importantly, define a project. It is also a "catalyst for alignment and a method of ensuring proactivity and intentionality" (Westersund, 2017, n.p.). Further, much like a PDSA cycle of any improvement plan, a communication plan is a living document needing revision as new information comes available. As such, I propose that a well-designed and strategically executed communication plan for my OIP will also begin to address some of the systemic communication concerns previously identified through the OFB (Nadler & Tushman, 1989) process.

Through use of the Adoption Continuum (Cawsey et al., 2016), I have identified four target groups for the communication plan: School-based principals, their teaching staff, the teacher staff rep for the union in each school, and the union executives. Each group has different needs and requires different strategies to progress along the continuum from awareness to desiring action regarding efficacy development. It is best to begin with a brief analysis of the current communication practices within and between each of these stakeholder groups.

Principals currently receive communication from the District through a combination of formal meetings, emails, phone calls, and occasional school visits. Principal to principal communication occurs through networking at meetings, phone calls, emails, and social events. Collaboration between principals during the workday usually involves quick problem solving phone calls. Time constraints and proximity between schools currently limit the possibilities of face-to-face conversations during the workweek.

Communication between principals and their teaching staff is typically far timelier, involving face-to-face contact, informal and formal meetings, emails, and other forms of social media. However, the effectiveness of this communication varies from school to school.

Principals and staff reps have a formal communication process that is often contractually driven. The informal communication between principal and staff rep is often relationship-driven.

Finally, the communication pattern between principals and union officials is sporadic, as there is no current mechanism of regular formal or informal communication in place. Designed to enhance the existing communication practices and build opportunities for new pathways, my OIP communication plan offers new possibilities to address some of the limitations currently in place in the District. As the change implementation plan for developing TSE and CTE is school-based, focusing on the communication needs of principals and teachers is key. Principals and teachers need a reliable means of seeing and hearing about each other's successes in working with marginalized students to affect efficacy.

Principals in AGPS voice frustration with the hierarchical structure of communication that often leads them feeling out of the loop, particularly relating to change initiatives from the District. A status quo communication plan using the existing tools and structures available in the District will not support the change suggested by my OIP to affect efficacy.

Westersund (2017) suggests that communication plans are comprised of five steps: A situational analysis, use of primary and secondary research, a SWOT analysis, plan objectives and key messages. The first step of any communication plan is a situational analysis. The information leading to the development of the communication plan in my OIP satisfies this requirement. Information from Chapters One and Two complete the requirement for primary and secondary research, and a SWOT analysis, though not named as such, has already shared the existing strengths, weaknesses, opportunities, and threats of the existing communication structures of the District.

The next step is stating the objective for the plan. The objective mirrors my POP, as it is a call to action for principals to affect TSE and CTE in their schools to support student achievement for marginalized students through the creation of School Leadership Teams, and by the implementation of equity audits to inform practice. Given that one of the themes identified through OFB (Nadler & Tushman, 1989) relates to challenges within the existing communication system in the District, I am drawn to Marshall McLuhan (1964) warning, "The medium is the message". I contend it will be in the way I communicate my objective and how I develop the messages from it, and not necessarily the messages themselves, that will signal success or defeat of my plan. Samuelson (2008) shares this view, suggesting that it is the communication tool, not necessarily the content delivered by this tool, which is most impactful.

I have designed my communication plan to mirror the PDSA cycles of the implementation plan. In this way, I can articulate a key message to each of the target audiences, using tactics that will address the needs of each group (Westersund, 2017). I will now present the four key messages of my change implementation plan.

3.4.1   Key Message 1 – Collective Teacher Efficacy and the Influence on Student Achievement

Principals and teacher staff representatives are the target group for the first stage of the communication plan, focusing on developing an understanding of SCT (Bandura, 1997) as it relates to the TSE and CTE. There is a need for direct in-service to develop a theoretical understanding of efficacy, and its relation to student success. However, this message contains technical language that may not resonate with principals and teachers who are already dealing with significant change, including a new curriculum, a new reporting order, and the SCC (2016) decision. I doubt that an email inviting principals and staff reps to a casual meeting to discuss the "collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities" (Tschannen-Moran & Barr, 2004, p. 190) would garner any support! However, sharing a key message relating focused on Hattie's 2016 meta-analysis ranking CTE as the greatest factor influencing student achievement (Donohoo, 2017) will spark interest.

Informal face-to-face conversations between principals first, and then moving to principals and staff reps focused on what the key message could mean for teachers will be the initial tactics of this stage of the plan. Senior leaders from the District have often turned to Hattie's research as a source for sharing what works in schools to improve student learning. Principals and teacher leaders are already familiar with the idea of effect size, and I predict that sharing Hattie's finding of the 1.6 effect size for CTE (Hattie, 2016) will be enough to get a good conversation going, and will spurn the need for more information and collective action.

Possible venues for these conversations include monthly Principal/Vice Principal meetings organized jointly by the District and the Leadership Task Force, as well at the separate meetings for elementary administrators and secondary administrators, also held monthly. Use of on-line platforms, such as Zoom or Collaborate, will allow for principals who are unable to attend these meetings to be equally involved. Linking Hattie's findings to table talk in one of these meeting formats would be ideal.

I can influence the agenda for the P/VP meetings, as I am active member of the Leadership Task Force tasked with promoting principal learning. Further, as a member of the principals' association Professional Development Committee, I am also able to promote my key message on the effect of CTE on student success as part of regularly scheduled meetings throughout the year, as well as through professional development sessions. Having Donohoo's book, "Collective Efficacy How Educators' Beliefs Impact Student Learning" (2017) available for those principals wanting to go deeper is suggested. Highlighting the link of equity audits to the BCPVPA Leadership Standards that some principals are already exploring for professional growth plans is a natural next step. Principals would be encouraged to take the conversation back to their schools, thus moving the key message closer to the target audience of school-based reform.

The creation of an internal blog is a 21st century communication tool that will help to ensure the fidelity of efficacy development based of SCT (Bandura, 1997), as it will create a space where people can share ideas, ask questions, and store materials. To support and maintain the blog, I will also be introducing Zoom or Blackboard Collaborate

as a means of communicating in real time without the barrier of face-to-face connections. The use of technology to enhance communication is of paramount importance for this stage of the communication plan. The introduction of Google Classroom and GAFE is beginning to eliminate some of the hierarchical barriers that have impeded equitable access to information. Principals and teachers now have shared and equal access to these platforms. The purpose of the blog, however, would be to ensure that principals, and eventually School Leadership Teams, have access to resources that will increase their ability to use SCT to affect TSE and CTE, including Bandura's (1997) working definitions of mastery experience, vicarious experience, verbal persuasion, and arousal. Other relevant tools such as "The Enabling Conditions for Collective Teacher Efficacy Questionnaire" (Donohoo, 2017, pp. 113-114), and the "Coherence Assessment Tool" (Fullan, pp. 131-132) would be stored here as well. Using Google Classroom as the first platform for on-line communication removes a further barrier, as teachers and principals will be able to access the blog and related documents from any computer, tablet, or cell phone that has Google as a platform instead of relying on the District internal server.

The blog will also serve as a medium for sharing evidence of teacher success, where principals can recognize and celebrate actual success stories of teachers working with marginalized students. Adding Zoom or Collaborate to the sharing of teacher success allows for real-time collaboration. The importance of this aspect of the communication plan cannot be underestimated. Efficacy requires a can-do attitude to shift beliefs, and eventually, practice. There must be a way of capturing evidence that teachers DO possess this attitude and communicating it in a timely manner between staffs and eventually, between schools. The blog, the use of GAFE, and the use of Zoom will allow easy access to updates as they occur. I will ensure to address all Freedom of Information and Protection of Privacy concerns related to the Google server storing information outside of Canada, including setting up protocols to protect student information when sharing success stories, prior to the launch of this blog. As well, I will address potential privacy concerns around the use of Zoom in classrooms.

3.4.2   **Key Message 2 – School Leadership Teams to Lead Efficacy Development through PLCs**

Once the key message related to the importance that efficacy plays in teachers feeling they *can* be successful in working with students, it becomes possible to introduce the priority change related to the development of School Leadership Teams. The original communication message linked to my POP continues, yet the key message and target audiences change. The message is simple: School Leadership Teams support the development of TSE and CTE in support of improved student outcomes for all students. Principals, as change agents for this structural and symbolic change in schools (Bolman & Deal, 2013), will be shown how existing leadership practices, mainly instructional leadership (Hallinger, 2005) and transformational leadership (Bass, 1990, 1995, 2008) can be augmented through an integrated leadership approach (Marks & Printy, 2003, Hallinger, 2003; Printy et al., 2009) as suggested in Table 3.1. School Leadership Teams will allow DL to become a key aspect of integrated leadership practice in schools. Ensuring that all stakeholders understand how the framework of the School Leadership Teams from the BCTF (2017) complements the work of Marzano et al., (2005) on School Leadership Teams will be essential. It is clear that linking the "how" of efficacy development to the leadership possible from School Leadership Teams is necessary. When linked with efforts to develop efficacy, the construct of integrated leadership will spurn curiosity and create excitement for change.

The second order change of developing School Leadership Teams to lead an enhanced PLC model will create a purposeful community with "*collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes*" (Marzano et. al., 2005, p. 99, emphasis in original). The School Leadership Team becomes integral to the success the enhanced PLC as part of a purposeful community, moving efforts related to efficacy development from hope to action. "Some education communities engage in wishful thinking but take no deliberate action to make their wishes come true. Hopeful education communities, in contrast, take action to turn their hopes into reality" (Sergiovanni, 2004, p. 34).

The target audience to communicate the key message regarding School Leadership Teams and PLCs is teachers, staff reps, teacher leaders and principal/vice-principals. Communication of the purpose of the leadership team during initial meetings at the beginning of the school year with all staff is a natural step, as it is traditional for such positions to be determined in September. Principals will have access to evidence from the Google blog to support the reason for creating a School Leadership Team dedicated to the development of TSE and CTE. It will be critical for principals to share a consistent message on second order change priorities, including improved communication practices, and the creation of a trust-centred, transparent and responsible partnership between principals, the staff rep, and other teacher leaders, focused on staff development for student success (Marzano et al., 2009). While face-to-face communication will dominate this stage of the communication plan, the use of the Google blog will be expanded to school sites so that all staff, regardless of whether they are interested in volunteering to be staff rep or part of the School Leadership Team, has access to the information and evidence on efficacy.

As the Enhanced PLC, led by the School Leadership Team, begins work using a collaborative inquiry model, face-to-face communication between members of the School Leadership Team and teachers will continue through the regularly scheduled PLC meetings. Collaborative inquiry is evidenced informed work. Efficacy develops not only through mastery experience, with teachers having personal success in working with marginalized students, but also by vicarious experience where teachers see other teachers having similar success. Classrooms are inherently closed. While principals have the luxury of wandering in and out of classrooms as part of the general expectations of their job, teachers, typically, do not have the same opportunity of watching their colleagues in action. While I am not ruling out the possibility of School Leadership Team members facilitating release opportunities allowing teachers to observe one another for vicarious reinforcement, I am suggesting that we look beyond the traditional means of observation and use technology to enhance teacher efficacy. Communication and networking platforms such as Google hangouts, Zoom, Blackboard Collaborate or Skype are possible tools that will allow for real-time contact without physical proximity. Again, I will ensure to address any issues related to privacy of information for students and teachers in using

platforms with server storage outside of Canada. The privacy issues are not an insurmountable obstacle as the District is already well on its way in developing administrative practices addressing similar concerns.

Reporting progress of the collaborative inquiry process of the enhanced PLCs will be the responsibility of the School Leadership Team. Having these reports as a standing item on monthly staff meeting agendas is an integral part of the communication plan, made even more crucial given that the enhanced PLC will also be the vehicle through which the School Leadership Teams introduce the equity audits.

The communication plan will also work to keep parents informed on the work of the PLC, effectively meeting a District requirement for ongoing communication and providing evidence for continued support for PLC time in the school week. Having a monthly report from the School Leadership Team at Parent Advisory Committee meetings is one option, as is maintaining a monthly comment in school newsletters. Both means of communication will build efficacy as they support the sharing of success, thus helping to create the can-do mindset for teachers.

3.4.3 Key Message 3 – Implementation of Equity Audits: Unpacking Bias and Affecting Change

The last area of focus in the change communication plan involves the implementation of the various equity audits. McLuhan's (1964) warning that "the medium is the message" as a reminder of what may happen if this part of the communication plan is speaks to me. The first key message of the communication plan focuses on the impact that CTE has on student success (Hattie, 2016), and includes the introduction of the equity tools related to principals as a possible tool to build awareness. Key message two targets the schools directly, facilitating the creation of the School Leadership Team following second order change practices. The Staff Rep becomes a major recipient and conveyor of the key message, as their support is critical if further development of efficacy is to occur.

The final stage of the communication plan, stage three, sees the School Leadership Team beginning to ask critical questions as to what barriers are in place

within the school and District that hinder substantive change towards the District vision of *success for all,* especially those that relate to TSE. These questions are reflective of Starratt's ethics of critique (1991, 2005, 2009). I am predicting that conversations within PLCs will turn to issues of equity, specifically regarding resource allocations and teaching assignments within schools as this a cultural norm in the District. The key message calling for the implementation of equity audits to unpack biases and address issues of equity across the District will be unveiled. Introducing the Equity Continuum (Centre for Urban Schooling/OISE University of Toronto, 2011) (Appendix H) as a tool that will allow individual teachers and school teams to look at areas requiring growth to focus the work of PLCs is integral tactic in this stage of the communication plan.

The most pragmatic way to facilitate the introduction of this audit tool would be to place it on the Google blog for easy access by the School Leadership Teams during PLC sessions. Allowing time to digest, question and reflect upon how this audit tool can be part of a growth plan for individuals and schools is important. The use of the word "can" is intentional. My change implementation plan, based on voluntary participation of teachers and principals, reflects the flattening of the hierarchy within schools through integrated leadership. Getting to this point in my OIP and insisting that all teachers use an equity tool to address their biases and shift practice would be counterproductive – and I suggest, would destroy any trust or CTE that had already been established.

The union must not be blindsided by the implementation of equity audits to inform practice. Communicating this stage of the change plan with union officials will require face-to-face meetings between school-based principals, their staff reps, and union executive members. The executive members must see that the equity audits present no threats to teachers' contractual rights. Inviting union officials to be part of PLC discussions in schools ready to take this step is a strong recommendation.

3.4.4   Key Message 4 – Teachers Feel Most Successful when Efficacy is Considered

The last equity audit on teacher quality requires its own communication plan. The key message is clear – teachers feel most successful and therefore students are most

successful when efficacy is considered. The audience for this communication plan includes senior District leaders and union executives. While union executives are part of the change implementation plan, District leaders are not. Therefore, this last stage of the communication plan may ultimately fall within a second iteration of my OIP. However, it is feasible that, given success of the first three stages of the communication and change plan, this fourth stage may become the most sought-after change needed to move my overall POP forward.

Consider the following: The union places importance on teacher working conditions such as class size and class composition, and is a strong advocate for meeting teachers' needs regarding job satisfaction. From the District perspective, marginalized students are not performing as well as non-marginalized students (Ministry of Education, 2016a). This inequity is putting added pressure to meet the District vision of *success for all.* Working on creating a true sense of CTE and TSE effectively satisfies both parties' needs, as teachers will feel more efficacious and students will be more successful. Yet, the absence of a teacher quality audit (Skrla et al., 2004) is a barrier to reaching this new state.

The teacher quality audit must be considered as a tool to gather additional information to see if there are structural or human resource issues linked to efficacy that are impeding student success. Communicating this urgency to the District and the Union at the same time is key. I suggest that principals, based on work with the School Leadership Teams and the enhanced PLCs focused on efficacy development will be the instigators for change vis-à-vis staffing practices, linking current practices to issues with TSE and CTE.

There are two possible ways to implement the teacher quality audit. The first involves District staff reviewing all staffing files and compiling staffing information as per Skrla et al.'s (2004) audit in Appendix I. However, this would be a labour intensive and may cause concerns with confidentiality of personal information. A second possibility is a joint electronic and anonymous survey from the District and the union, modeled after the Skrla et al. (2004) audit. Collecting and analyzing data on a school-by-

school basis will help inform both site-specific issues and District trends. Completion of the survey tool during PLC sessions would allow teachers time to complete the survey and would ensure high participation.

With the successful implementation of the teacher quality audit, the union and the District will have the data needed to enter fulsome discussions on the post and fill language in the contract relating to efficacy and teacher placements. As I wrote in Chapter Two, "unless the new way of doing things actually works better and provides the members a new set of shared experiences that eventually lead to culture change" (Schein, 2016, p. 312), efficacy will not improve. The culture change needed by the communication plan for change is open, honest discourse between the District, the Union, and school-based principals and their leadership teams in support of equity-based staffing practices for student success.

3.5 Conclusion and Recommendations

The change implementation plan developed in Chapter Three outlines how I, as a school based principal, will work to address my POP which *explores the leadership necessary to develop teacher efficacy (Bandura, 1994, 1997) for working with marginalized students in support of improved student success, helping teachers develop both the skill and the will to do so.* Using what Hallinger (2003), Marks and Printy (2003), and Printy et al. (2009) described as an integrated leadership model, as well as second order change practices (Marzano et al., 2005) and Fourth Way Solutions (Hargreaves & Shirley, 2009), I have presented a shift in school organization that challenges the traditional hierarchical structure in support of a School Leadership Team approach. As the priority strategy for change, the School Leadership Team addresses all three themes identified in OFB: working in a unionized environment, communication issues within the District, and the absence of equity audits. My communication plan provides the details needed to implement each stage of the change plan, while keeping ethical concerns and consideration in mind.

My OIP considers the historical tension in BC in regards to professional learning. While teachers and administrators are both committed to professional learning, the teachers' collective agreement continues to provide the framework for professional development in the province (Brown et al., 2017). However, through use of a School Leadership Team and by focusing on PLC opportunities and on-line communication tools, the actions of my OIP suggest a unified approach to staff development where the needs of both parties can be met. Successful implementation of my OIP will help principals work with their teachers in developing efficacy, leading to teachers having the skill and the will to work with marginalized students. In the end, I anticipate that these efforts will positively affect success rates for marginalized students, and move the District closer to its vision of *success for all.*

In keeping with a premise of continuous improvement, future iterations of my OIP will see the growth of networked family of schools working together to build efficacy between school sites as suggested in the new organization chart. Increasing the use of on-line platforms, particularly Zoom or Blackboard Collaborate, will make sure that such interaction is feasible. As SCT (Bandura, 1997) suggests, success breeds success when building efficacy. As individual school sites begin to experience success through the School Leadership Team model and the enhanced PLC focused on developing efficacy and tackling equity issues, I predict that more schools will want to participate in similar growth plans.

I have already suggested that a future iteration of my OIP involves adding senior management as a target audience in the communication plan regarding the teacher quality audit. Principals may well be the champions of this message. As networks of schools develop and use the recommended equity tools, the impetus for change in staffing practices may naturally arise as a future iteration lead jointly by the union and principals.

The change implementation plan of my OIP provides a solid starting point to create a more inclusive and efficacious culture for teachers working with marginalized students in AGPS. I now present five recommendations for future consideration to continue this development.

3.5.1 **Recommendation One: Implementing Teacher Self-Efficacy Measurement Tool**

When choosing tools to monitor growth in efficacy for my PDSA cycle and communication plan, I chose to focus on measuring CTE over TSE for several reasons. First, focusing on CTE aligns clearly with the key message relating Hattie's (2015) finding on the influence CTE has on student success. Secondly, Donohoo (2017) suggests that CTE is a less-threatening construct to measure than TSE. Finally, given the historical tension between the Teachers' Union and principals, I felt it is best to avoid any potential ethical or contractual challenges related to a focus on TSE.

However, I expect that teachers, and principals alike, will welcome the ability to measure personal growth once the construct of efficacy and its effect on teacher success is developed. As such, the first recommended is to introduce Tschannen-Moran and Woolfolk Hoy's *Teachers' Sense of Self Effica*cy (2001) as a means of measuring personal efficacy growth over time. Some teachers, and indeed principals, may need a more individualized approach to determine what may be influencing their ability to work in an efficacious manner with all students. Efficacy is context dependent (Bandura, 1997). Without an ability to look at personal factors, teachers may not be able to identify potential barriers preventing the development of a "can-do" attitude. As School Leadership Teams embrace the Fourth Way Solutions for change (Hargreaves & Shirley, 2009), I envision a natural progression from a focus on CTE to a focus on TSE.

3.5.2 **Recommendation Two: Developing a Partnership between AGPS and the University**

A second recommendation for continued development of my OIP looks at developing a partnership with the education department of the local university. Research shows that pre-service teachers who receive instruction as well as practical experience working with populations considered as marginalized show greater efficacy when they move into fully accredited teaching positions (Chestnut & Burley, 2015; Knolbauch & Woolfolk Hoy, 2007; Main & Hammond, 2008). Introducing the construct of efficacy into the teacher preparation program, as well as working with prospective teachers on issues regarding equity are two possible actions. I recommend using similar tools as

suggested in my PDSA. Amending the placement of pre-service teachers to include at least one placement with schools with higher than average percentages of marginalized students is one possible solution. A second solution, although potentially more difficult to implement, would see the placement of pre-service teachers being prioritized to schools with high CTE, as developed through work of the School Leadership Teams and PLCs, and pairing pre-service teachers with teachers who self-identify as having high efficacy for working with marginalized students is another.

During interviews to become a Temporary Teacher on Call, new graduates from education programs must be able to speak to differentiating curriculum and working through challenging situations in classrooms. They must be given the time to develop these competencies while learning the art and science of teaching. Future iterations of my OIP would be to bridge the gap between the preparation programs of the university with the needs of the District in alignment with the vision of *success for all*.

3.5.3   Combined Professional Learning Task Force – Teachers, Principals, District Staff

Brown et al., (2017), in their study of the state of professional learning in BC, state the "need for … supportive and positive relationship between (and among) teachers and administrators and/or district-level personnel in cultivating quality professional learning" (p. 8). Moving beyond reliance of PLC or other related professional learning time within schools, to aligning the work of the School Leadership Teams with the work of the District combined professional development committee will deal help move the learning forward. Currently, the combined professional learning task force focus is one joint professional development day per year. Moving forward, the task force would help plan professional learning activities that would respond to the needs identified as the Leadership Teams work with their staff in building efficacy, as well as the skill and will for working successfully with all students.

3.5.4   Recommendation Three: Celebrating and Publishing Teacher Success

A third recommendation in moving the work of my OIP forward focuses on the documentation and communication of success. Some Districts in BC have been very successful in marketing the work done by their teacher leaders, publishing it for worldwide use. It is not these Districts have more talented or capable teachers or leaders than AGPS; it is that they have found ways of documenting and celebrating their successes in much more successful and overt ways. As teachers become more comfortable with the new model of sharing teacher success to develop CTE and TSE, this recommendation sees the creation of a District website dedicated to recognition and sharing of success stories. Further, it suggests teachers explore the publishing success stories from other jurisdictions with an emphasis on building efficacy through vicarious reinforcement. It is time for AGPS to shine!

3.5.5   Recommendation Four: Truth and Reconciliation Commission Call to Action

AGPS serves three First Nation bands, two Metis groups, and a significant off-reserve aboriginal population. Further, aboriginal students represent the fastest growing sector of the District population. However, the disproportional representation of aboriginal students also occurs in other District data. They have higher designation rates versus non-aboriginal students, and significantly lower school success rates than non-aboriginal students (Ministry of Education, 2016a). Therefore, my final recommendation involves unpacking the Truth and Reconciliation Commission (TRC) calls to action pertaining to education (Truth and Reconciliation Commission of Canada, 2015a, 2015b).

In the words of Justice Murray Sinclair, "Education got us in this mess... It will (be) education that gets us out of it" (Sinclair, 2017, February). While the new curriculum in BC requires the weaving of Aboriginal understandings throughout all curriculum areas, there is little in the way of resources or tools to deal with issues relating to efficacy in addressing the recommendations of the TRC. "The TRC mandate describes reconciliation as "an ongoing individual and collective process, and will require commitment from all those affected including First Nations, Inuit and Métis former Indian Residential School (IRS) students, their families, communities, religious entities,

former school employees, government and the people of Canada. Reconciliation may occur between any of the above groups" (Truth and Reconciliation Council of Canada, 2015b, p. 16). School Leadership Teams may take a leading role in this work, utilizing PLCs to develop collaborative inquiry questions around the Calls to Action of the TRC. The BCTF (2015) has already made this a priority. The possibility of linking their work to the work of School Leadership Teams is exciting.

3.6 **Summary**

In summary, my OIP focuses on organizational change needed to ensure *ALL* students receive a fulsome education from trusted adults who honestly believe they *CAN* work with them. District achievement data clearly indicates a gap between the academic successes of marginalized versus non-marginalized students. Further, staffing data indicates that there is a belief, and I suggest a bias, towards working in schools with higher percentages of marginalized students.

Research clearly links TSE and CTE to improved student success (Beachum, 2011; Evans, 2013; Francis, 2013; Hattie, 2016; Jensen, 2009; Milner, 2013; Sandoval et al., 2011; Tschannen-Moran & Hoy, 2001). Linking the four ways of building efficacy as suggested by Bandura (1997) to leadership practices from an integrated leadership approach, I have shown that the introduction of School Leadership Teams will provide the structure needed to develop both TSE and CTE. Further, such action will also address the themes of principals working in a unionized environment, issues of bias within the District, and issues with communication practices within and between schools and senior managers.

The significance of my OIP becomes evident through the implementation of the plan-do-study-act cycles and the communication plans. The creation of School Leadership Teams allows the development of a trusting relationship where teachers and principals will willingly take risks in an environment built on trust. This risk taking is necessary to develop a can-do attitude, to work through anxiety issues indicative of culture change (Schein, 2016), and to change the story of what teachers and principals

alike believe about working with marginalized students. In the end, if one child's experience in school is more positive, if one school becomes more inclusive, or if one teacher believes that they can work with all students then my OIP has been successful.

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Appendices

Appendix A: Mean five-year gap (2010-2015) District Participation Rates on Provincial Assessment - Marginalized Students vs All Students

Mean Gap in Participation Rates over 5 years (2010-2015) on the Provincial Assessment - Marginalized Students vs All Students- District Data
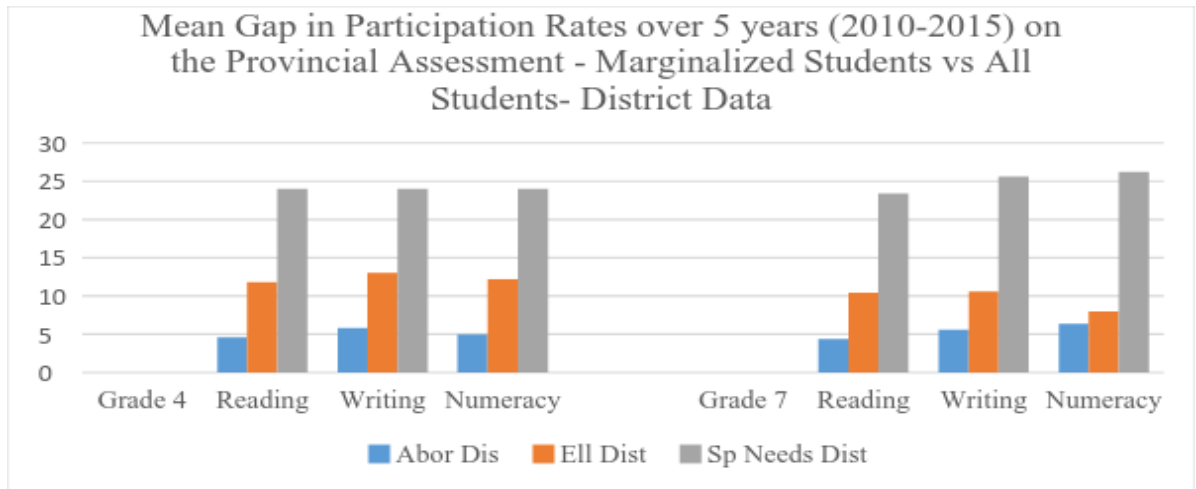
Appendix B: District Results - Mean five-year gap (2010-2015) Students meeting or exceeding expectations on provincial assessments. Marginalized students vs. all students.

Mean Gap in Students Meeting and Exceeding Expectations in Provincial Assessment over 5 years (2010-2015) - District Results
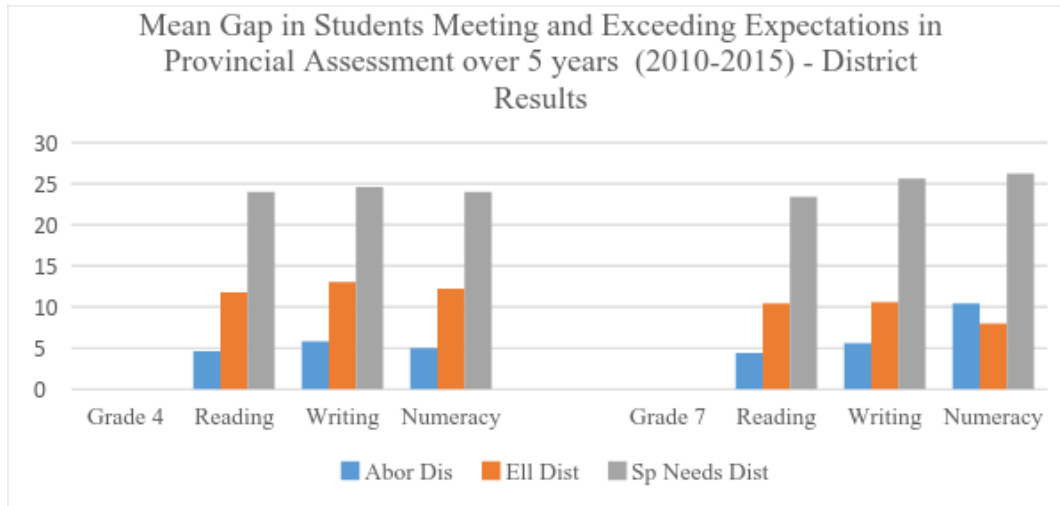
Appendix C: Average number of teacher postings per school year. Focus Schools vs Non Focus Schools

School year	Focus Schools (4)	Non-Focus Schools (>25)
2014-2015	12.5	9.46
2015-2016	12.75	10.06
2016-2017* (to July 2016)	13.5	8.08

Appendix D: Adoption Continuum AGPS (Cawsey et al. 2016)

Person or Stakeholder Groups	Awareness	Interest	Desiring Action	Adopting the Change	*Level of Understanding (High, med, low) (Added to help determine readiness)
Superintendent		X			Med
Assistant Superintendent 1		X			Med
Assistant Superintendent 2			X		High
Director of Instruction			X		High
President of the Teachers' Union	X				Low
Union Officials	X				Low
Elementary School Principals	X	X	X		Low-Med
Focus Schools Principals		X	X		Med-High
Classroom Teachers	X	X			Varies
Specialty Teachers		X	X		Varies

Appendix E: Action, responsibility, purpose, time frame, resources and assessment for change in OIP.

Action	Responsibility	Purpose	Time Frame	Resources Needed	Assessment
Build collective understanding of CTE and TSE	Principal must take the lead Principal Professional Learning (PLC) School-Based PLC (principal to work with staff representative to bring topic forward) Principal must take the lead	Build capacity and shared understanding of the role of efficacy in teacher and principal success	Year one – introduce as focus for PLC's Ongoing	*"Collective Efficacy: How Educators' Beliefs Impact Student Learning"* (Donohoo, 2017) Ways to build efficacy (Bandura, 1997) BCPVPA Leadership Standards (2015) PLC time – school based (currently embedded in work week with school discretion as to focus) PLC time – Principals (agenda set by Leadership Task Force) Access to Zoom or Blackboard Collaborate	The Enabling Conditions for Collective Teacher Efficacy Questionnaire (Donohoo, 2017, pp. 113-114) Coherence Assessment Tool (Fullan & Quinn, 2016, pp. 131-132) Is building TSE or CTE a part of the action plans in school growth plans?
Create Blog to share ideas, ask questions, store documents	Principal OR lead teacher to initiate; School Leadership Team to monitor	Build TSE and CTE Build capacity (skill) Improve communication	Year one – coincides with introduction of efficacy	Cloud storage through Google or Microsoft 365 In-service on how to create and manage blog Time	Frequency of use Number of documents stored and accessed Use beyond single school site
Development of School Leadership Team	Principal, Union Staff Representative	Address structural issues to move towards an	Ongoing: Initiated in September each school	BCTF School Leadership Team development tools	Adoption Continuum (Cawsey et al., 2016)

		integrated leadership approach Build trusting relationship between principals and school union leaders Improve communication within and between schools	year, reviewed twice per year (January, June)	Marzano et al. (2005) School Leadership Team responsibilities (p. 120) TRB Standards of Professional Conduct	Coherence Assessment Tool (Fullan & Quinn, 2016, pp. 131-132)
Build capacity with on-line collaboration tools such as Zoom or Blackboard Collaborate or options available through Microsoft 365	School Leadership Team, Principal	Improve communication Provide vehicle to share teacher success and build efficacy	On-going (year one start date)	Access to laptops, Chrome Books or other communication devices (currently supplied by the District) Wifi (in all Schools and District buildings) Headsets and microphones Access to programs – currently do not need IS support to gain access Time to play! FOIPOP (Freedom of Information and Protection of Privacy) guidelines addressed	Frequency of use of On-Line tools
Informal sharing of teacher success and promising practices within	School Leadership Team, Principal	Build efficacy - both TSE and CTE Build capacity (skill)	Ongoing – to begin in year two or earlier - once understanding of the ways to	On-Line collaboration tools Blog postings	Frequency of sharing

and between schools		Improve communication Build trust within and between schools Build network of support of teachers helping teachers (vicarious reinforcement and verbal persuasion)	build efficacy are established	Standing agenda item on staff meeting Bi-annual celebrations built into PLC cycle Zoom, Blackboard Collaborate, Google Docs, Microsoft 365	
Implementation of Equity Audit #1 – Principal Focus	Principals	Address issues of bias and examine equity issues for individual principals	Either concurrently with the introduction of the construct of efficacy or in Year two and ongoing	BCPVPA Leadership Standards (2015) Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015)	Number of Principals using standards to develop personal growth plans in areas of equity Positive change in self-assessment on tools
Implementation of Equity Audit #2 – School Focus	School Leadership Teams	Address issues of bias and examine equity issues at the school level Build capacity (skill) in working with marginalized students by focusing on areas of need	Year two and ongoing	Equity Continuum (Centre for Urban Schooling/OISE University of Toronto, 2011) PLC time Blog for access of tool Professional resources such as: *Culturally Responsive Teaching* (Gay, 2010) *Assessment and Student Success in a Differentiated Classroom*	Positive change in assessment results – increased evidence of equity in focus areas Coherence Assessment Tool (Fullan & Quinn, 2016, pp. 131-132)

				(Tomlinson & Moon, 2013)	
				Leading and Managing a Differentiated Classroom (Tomlinson & Imbeau, 2010)	
				Embedded Formative Assessment (Wiliam, 2011)	
				Leadership for Teacher Learning (Wiliam, 2016)	
				Redefining Fair How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms (Cooper, 2011)	
				Zoom, Blackboard Collaborate, Google Docs, Microsoft 365 – ways to increase collaboration beyond face to face meetings	
Implementation of Equity Audit #3 – District Focus	Principals, Senior Leaders, Union Leaders	Examine equity issues in staffing that may be hindering the development of staff skill, as well as TSE and CTE	Year three and ongoing	Teacher Quality Audit (Skrla et al., 2004) On-line survey tool to implement audit PLC or staff meeting time to facilitate audit (teacher access to audit) HR and Department of Learning	Data collected and analyzed at school level Data collected and analyzed at district level Repository of data so that teachers can look for master teachers in other schools to build capacity with

				Services staff to analyze audit	(vicarious reinforcement)
Letter of Understanding to address equity issues in staffing	Senior Leaders, Union Executive, Human Resources	Amend post and fill language in consideration of equity and efficacy, as well as seniority	Year 5 – future iteration	Data from Teacher Quality Audit from year 3 and 4 Time to work on letter of understanding between all stakeholders	Letter of Understanding instigated on a trial basis –to be reviewed in two years.

Appendix F: BCPVPA Leadership Standards (BCPVPA Standards Committee, 2015)

Standard					Action Statement Scale: 0-Not in place; 1-Beginning; 2-Some; 3-Mostly; 4- Fully in Place
Moral Stewardship					
0	1	2	3	4	Facilitate a collaborative process within the extended learning community to develop or foster shared values, vision, and mission for the school (p. 10)
0	1	2	3	4	Model the moral courage to uphold and foster the values, vision, and mission of the school (p. 10)
Instructional Leadership					
0	1	2	3	4	Promote and support the use of appropriate curriculum, learning resources, and effective instructional strategies (p. 14)
0	1	2	3	4	Create opportunities to build professional relationships that inspire trust and demonstrate respect (p. 14)
0	1	2	3	4	Demonstrate curiosity when engaging in reflective dialogue about teaching and student learning (p. 15)
0	1	2	3	4	Ensure equity of access and outcomes for all learners by supporting personalized learning (p. 16)
0	1	2	3	4	Encourage collaborative staff teams to engage in an inquiry model based on data/evidence that promotes student engagement and learning (p. 17)
0	1	2	3	4	Challenge structures that create barriers to equity and inclusion (p. 17)
0	1	2	3	4	Promote and support the staff in their understanding of the principles of learning in order to meet diverse student needs (p. 18)

Interpersonal Capacity					
0	1	2	3	4	Create an inclusive school that recognizes and values diversity (p. 23)
0	1	2	3	4	Encourage reflections and the challenging of assumptions (p. 24)
Cultural Leadership					
0	1	2	3	4	Develop an inclusive and collaborative culture where individuals are treated fairly, equitably, with dignity and respect (p. 25)

Appendix G: Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015, p. 10)

Standard 3 – Equity and Cultural Responsiveness Leaders will:					Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
0	1	2	3	4	Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context
0	1	2	3	4	Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning
0	1	2	3	4	Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
0	1	2	3	4	Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
0	1	2	3	4	Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status
0	1	2	3	4	Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society
0	1	2	3	4	Act with cultural competence and responsiveness in their interactions, decision making, and practice

0	1	2	3	4	Address matters of equity and cultural responsiveness in all aspects of leadership

Appendix H: Equity Continuum (Centre for Urban Schooling/OISE University of
Toronto, 2011)

Tenets	Indicators Scale: 0-Not in place; 1-Beginning; 2-Some; 3-Mostly; 4-Fully in Place
Classroom Climate and Instruction	
0 1 2 3 4	Academic achievement is not tied to one particular social identity. (p. 11)
0 1 2 3 4	Issues of social justice- anti-racism, anti-classism, anti-ableism, and anti-homophobia – are central to the classroom curriculum and building students' critical thinking skills. (p. 12)
0 1 2 3 4	Students see their lives and others represented in the materials, books, pictures, teachers, administrators, etc., within the classroom and school … The curriculum speaks to the lives of the students in the classroom and does not mandate a "one-size fits all curriculum," based on a white middle-class societal view. (p. 13)
0 1 2 3 4	Teachers must use a variety of teaching methods to ensure that ALL students can access the curriculum. (p. 15)
0 1 2 3 4	Teachers collaborate with colleagues regarding equity-focused work; and, in turn, the school supports teachers with the time to plan and implement this type of program. (p. 17)
School Climate	
0 1 2 3 4	The school responds quickly and practically to all issues of discrimination and structural inequities. (p. 22)
0 1 2 3 4	The school has clear procedures that encourage students, parents/caregivers, teaching and non-teaching staff to work together to address school climate issues. (p. 22)
0 1 2 3 4	Schools are places where ALL students matter. However, there is intentional outreach to include the voices from non-dominant group members. Collectively, student ideas, opinions, perspectives, wants and needs are the basis for all that happens in the school building. (p. 25)
School Leadership	

0 1 2 3 4	The school administration communicates its vision clearly to all stakeholders. That vision articulates the notion that issues of equity and social justice are the pillars of the school's mission statement. (p. 35)	
Culture of Professional Development		
0 1 2 3 4	Professional development must also support and encourage school staff to focus on their own social identities and privileges. (p. 44)	

Appendix I: Teacher Quality Audit (Skrla, Scheurich, Garcia, & Nolly, 2004)

Level of Teacher Education	Bachelor Degree	Master's Degree	Other (specify)		
Teacher Experience	Less than 1 Year	2 or less years	3-5 years	5-10 years	11+ years
Teacher Mobility (years in current position)	Less than 1 Year	2 or less years	3-5 years	5-10 years	11+ years
Teaching within area of expertise/training	Yes	No	Comment		