Leadership Systems

In-person Breakout

Brainstorm Ideas - Systems and Leaders Definitions

- Incoherence is a barrier.
- People making decisions lead to barriers. How do we frame the problem in a way that helps people see things as a problem and gets them on board?
- Building capacity to lead science
- PL as a system. We often think about teachers but don't necessarily think about people making decisions around science education.
- Many leaders in education systems (principals, superintendents) don't have a background in science or time for science

Brainstorm Ideas

Opportunities/Challenges

- Challenges
  - Decision makers in education systems (state curriculum supervisors, superintendents, principals) don't have…
    - a science background
    - time allocated for science
    - data that convinces us that science matters and we should care about it
    - policies that drive decisions supportive of science education
    - Tools or networks of experts
    - Leaders above them who advocate for science
    - A good plan on how to make it happen
    - funding to actually make it happen
    - Networks of role alike peers for support for science
  - Beliefs and practices about what's most important to learn (Math and ELA) and what subjects matter.
  - Narrowed, exclusionary definitions of what science is that excludes and marginalizes others
  - Systemic Racism/Biases that make it dangerous to move toward the the vision
  - Representation in Science Education (From educators to science leaders)
- Opportunities
  - Science is compelling. If we can share this story with communities/parents/leaders, we can get more buy-in. expand the ways we use data to tell the story of what matters
  - If we define science broadly, communities can and will engage.
  - If resources and experts are available, leader's job will be easier.
  - Elevating science educators in different positions of leadership.
  - Job-embedded learning (through use of effective tools and processes) that build knowledge and create buy-in for science
  - Who, What and How
  - Coalitions/Partners can improve outcomes (more coherent, more efficient, more high-quality)
  - Feedback loop that returns us to the vision
  - Learning and Development opportunities: Principal PL, Recertification, accreditation that can emphasize science.
  - Aligning Policies

Brainstorm Goals

Goals

- 1. **Bridge existing networks** for leadership systems with the science education community to listen, surface needs, and collaborate to move an agenda to move science education forward.
- 2. **Share the vision** (the why and the what) in different ways and modes (that honor student and teacher voice) with leaders within and across communities. (From policymakers to community members).
- 3. **Build a coaching tool** aligned to the Framework as support for science leadership at all levels of the system.
- 4**. Find broader data** (beyond state assessments) that can be used to drive conversations about instructional improvement.
- 5. Use the coaching tool for science leadership as a lever to improve instruction across all content areas.
- 6. **Create resource maps** to identify high-leverage areas within existing systems to improve science teaching and learning..
- 7. Provide **support for a strategic planning** process for science improvement that attends to quality and coherence across all parts of the system.
- 8. **Infrastructure for continuous improvement.** Build an organizational structure that monitors and implements plans.

Summary Slide

Opportunities/Challenges

Goals

- Bridge existing leadership networks to the science education community in order to elevate and share the vision for science.

Actors and Actions

- Principal Learning/Training Organizations
- National Assessment Organizations
- National Rural Ed Association and Council of Great City Schools

Actions

- Establish lines of communication
- Build Relationships
- Listen
- Identify Shared Needs
- Create learning opportunities for members

Summary Slide

Opportunities/Challenges

Goals

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- Develop *Framework*-based coaching tools for leaders at all levels of the system focused on the building infrastructure to advance equitable science that include resource maps and, strategic planning for continuous improvement that includes broader data.

Actors and Actions

- Principal Learning/Training Organizations
- National Assessment Organizations
- National Rural Ed Association and Council of Great City Schools
- Science Ed Leaders/Tool Developers

Actions

- Landscape Analysis of existing tools/processes for science strategic planning
- Key Features/Processes
- Find what's good, build upon it
- Pilot for usability/various needs