

“ENGAGING WITH STANDARDS”

JONATHAN SUPOVITZ

CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

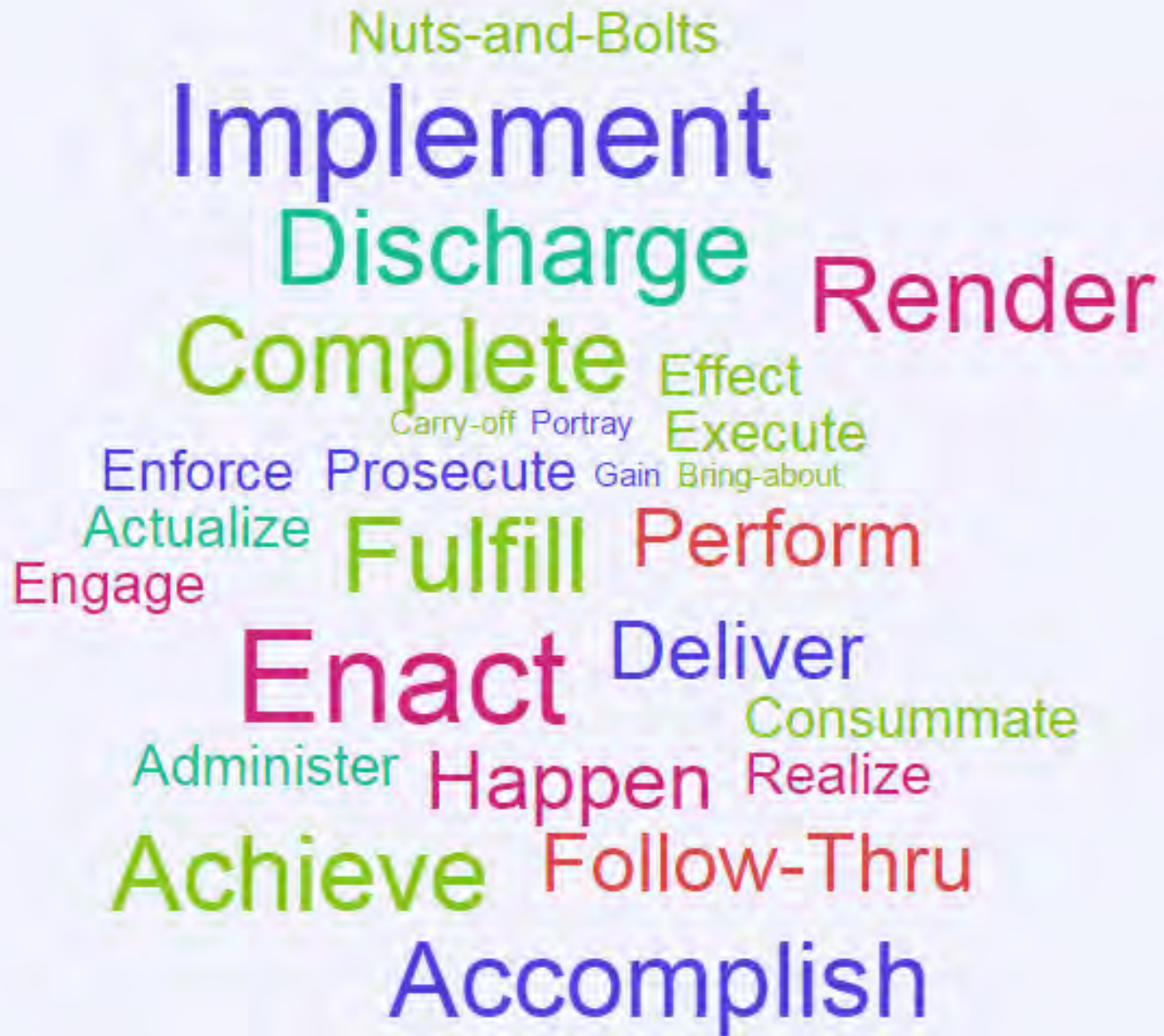
GRADUATE SCHOOL OF EDUCATION

UNIVERSITY OF PENNSYLVANIA

CONFERENCE OF THE
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When we ask people to
'implement' standards, or any
reform, what are we really
asking people to do?

What does it mean to Implement reform?



Go to:

www.cpre.org/naesp Click on Question 1:

Which most reflects your leadership approach?

- I closely monitor my staff to ensure they are performing correctly.
- Each individual on my staff is responsible for defining his or her job.
- I want to create an environment where staff members take ownership of their work, so I allow them to participate in the decision making process.
- Staff members should establish their own goals and objectives.

Go to:

www.cpre.org/naesp Click on Question 2:

Which most reflects your leadership approach?

- My staff knows more about their jobs than me, so I allow them to carry out the decisions to do their job.
- I do not consider suggestions made by my staff, as I do not have time for them.
- Staff members need clear rewards and punishments in order to complete tasks and meet goals.
- I try to include one or more staff members to determine what to do and how to do it. However, I maintain the final decision making authority.

Two theories of implementation

Prescription

Implementing a reform prescriptively means introducing it in a particular and specified way through a specific script or routine

Construction

Implementing a reform constructively means asking people to engage in what it means to incorporate the reform into their practice using their own judgement.

Turn and talk – what are some of the criteria we should use as leaders to decide when components of reform implementation should be ‘prescribed’ ?

When should we encourage teachers to construct reform?

Distinguishing Prescription & Construction

1. Does the task to be implemented have a known solution?
2. How important is fidelity to implementation?
3. What kinds of learning experiences does implementation ask for?
4. Where does the knowledge for implementation come from?

CHALLENGING STANDARDS

Navigating Conflict and Building Capacity
in the Era of the Common Core

edited by JONATHAN SUPOVITZ & JAMES SPILLANE



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Challenging Standards

Part 1: Leading Standards Implementation in Schools & Systems

Part 2: Leading Standards Enactment in Classrooms

Part 3: Building System Capacity through Relationships

Part 4: Navigating Politics in the Common Core Era

Challenging Standards is uniquely designed for educational leaders. Each section also includes a set of focusing questions to promote leadership team discussions and deepen implementation.

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