

Principals' Conceptions of Their Leadership Roles in the Implementation of Reform

Mathematics at Predominantly Hispanic Schools

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Research Questions

- How do principals *conceive* of their *leadership roles* in the implementation of a district-wide *reform mathematics* curriculum in predominantly *Hispanic-serving* schools?



3 challenges for principals

- Reform mathematics - a paradigm shift
- Accountability press
- Opportunity to learn for Hispanic students



The Research - the gap

- Instructional/Learning Leadership

(Marzano, Waters.....)

- Mathematics Leadership

(Burch & Spillane, _____; Howley & Larson, _____ Nelson & Sassi, 2005; Stein & Nelson, 2003)

- Equity in Mathematics

- Accountability



Research Design

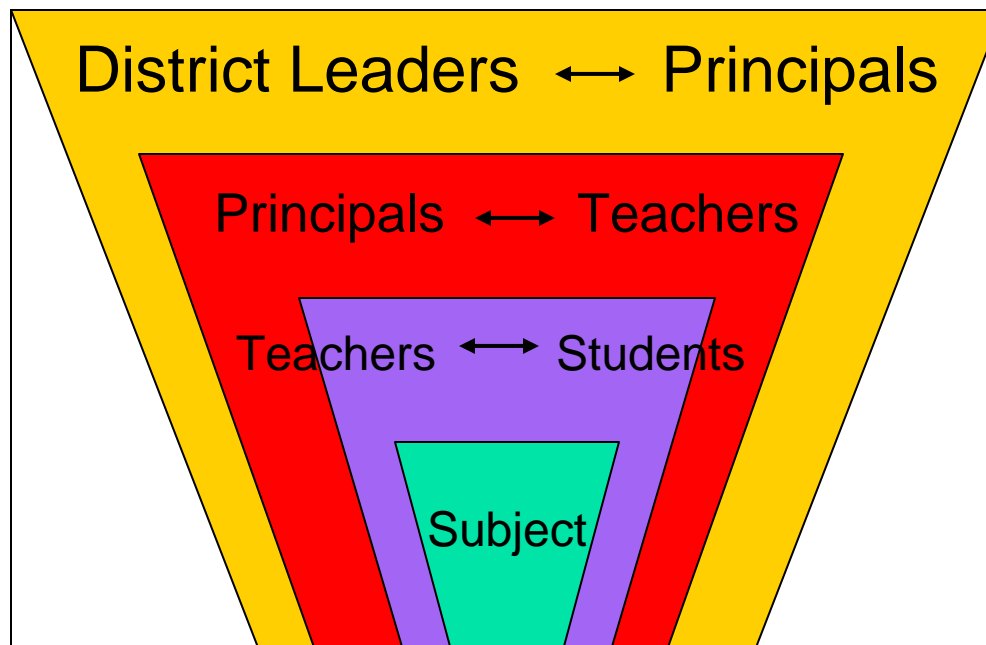
- District-wide implementation of Investigations and CMP
- Case study of 3 principals at predominantly Hispanic-serving K-6 schools
 - Interviews
 - Classroom observations with principal
 - Teacher survey
 - Review of documents/artifacts



PRIME Leadership Framework

Equity Leadership	Every teacher addresses gaps in mathematics achievement expectations for all student populations
Teaching/ Learning Leadership	Every teacher pursues the successful learning of mathematics for every student.
Curriculum Leadership	Every teacher implements the local curriculum and uses instructional resources that reflect state standards.
Assessment Leadership	Every teacher uses student assessments that are congruent and aligned by grade level or course content.

Leadership Content Knowledge LCK



Stein & Nelson, 2003



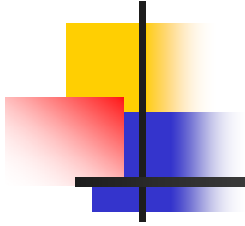
Findings: 7 main themes

- 1) Conceiving of the reforms varies based on principals' own mathematics teaching and learning experiences.
- 2) While principals agree that professional development to support teachers in implementing the reforms is imperative, they are uncertain about the best way to design that support.
- 3) Notions about fidelity are varied and complex, and principals' conceptions are being influenced by what they observe.



- Reform Mathematics - a paradigm shift

- 1) Conceiving of the reforms varies based on principals' own mathematics teaching and learning experiences.
- 2) Believe teachers need support to implement reforms, but conceive of support differently
- 3) Notions about fidelity are varied and complex



- Leadership for accountability

- 4) Quality teaching is the key to mathematics proficiency for students. We need to recruit and retain good teachers.
- 5) Accountability demands have a major impact on principals' conceptions about the quality of instruction, curriculum, and student learning.



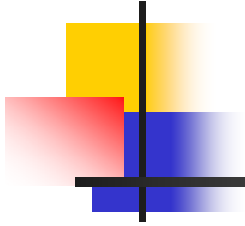
Leadership for Equity themes

- 6) Access to high level mathematics is tied to good teaching that engages students but principals conceptions differ in conceptions about those best practices.
- 7) Mathematics must be relevant to students' lives to engage them in learning.



Discussion

- Conceptions about opportunity to learn mostly tied to ideas of teacher quality.
- Conceptions about accountability tied to skills and press.
- Exciting ideas about balance of support and press tied to LCK and PRIME.



- New way to talk about principals' role in reforms. Instructional leadership