PRINCIPALS' SUSTAINABLE LEADERSHIP BEHAVIORS AND THEIR IMPACT

ON THE INTERNATIONAL BACCALAUREATE PRIMARY YEARS

PROGRAMME IN URBAN SCHOOLS

A Record of Study

by

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ABSTRACT

The current climate in education requires campus and district leaders to compete for students and to ensure that their schools meet the demands of a complex accountability system that is designed to assess low-level skills in students. Campus leaders who are committed to deep learning for all students have begun to adopt more student-centered instruction programs in the hopes of both attracting students and providing a better-quality education over time. One of the most popular programs elementary schools are turning to is the International Baccalaureate (IB) Primary Years Programme (PYP). Since 2009, the number of IB programmes at Title 1 schools has grown by 46%, and this growth is projected to continue as more public schools begin to offer the PYP. Although there have been studies conducted on the IB PYP, most of these studies are quantitative and focus on the impact of the program as measured by student achievement data on standardized tests, or they were conducted in settings outside of the United States; and therefore, cannot be generalized for urban public schools. There are very few qualitative studies that provide the perspective of the urban school leader on the impact of the IB PYP on their campuses. The purpose of this multiple case study was to examine the relationship between sustainable leadership practices and IB PYP implementation on six urban elementary school campuses that receive Title I funding. The findings contribute to the knowledge base about how campus and district leadership should evaluate programs that require a sustainable amount of funds that are designed to help students overcome challenges associated with poverty. The participants in my study cited key behaviors that campus leaders can utilize to help build sustainability into the

IB PYP. Participants also identified multiple challenges that come along with

implementing the IB PYP in a Title I setting. This campus leaders also highlighted the

potential benefits that come with offering the IB PYP to a diverse student population.

DEDICATION

I would like to dedicate my dissertation to my incredible editor, amazing wife, and the person who challenges me to be better man every day, my wife, Mandy. I am so thankful for you and I am grateful that you sacrificed so that I could pursue my dream of earning my doctorate. There are not enough words to describe how much you mean to me. Thank you for taking care of the boys while I was away on Saturdays and working late nights. I am so blessed that you are my wife and I love you more than words.

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CONTRIBUTORS AND FUNDING SOURCES

NOMENCLATURE

CP	Career-related Programme
CPS	Chicago Public Schools
CSRP	Comprehensive School Reform Program
DP	Diploma Programme
ECIS	European Council of International Schools
ESEA	Elementary and Secondary Education Act
IB	International Baccalaureate
IBO	International Baccalaureate Organization
ISA	International Schools Association
ISCP	International Schools Curriculum Project
MYP	Middle Years Programme
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind
PYP	Primary Years Programme
STAAR	State of Texas Assessments of Academic Readiness
TEA	Texas Education Agency

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CHAPTER I

INTRODUCTION

According to the National Center for Education Statistics (NCES), public schools in America are changing. From fall 2000 to fall of 2015 the percentage of students enrolled in U.S. public elementary and secondary schools who were White decreased from 61% to 49% (NCES, 2019). This trend is expected to continue and by the year 2027 55% of students will identify as Black, Hispanic, Asian or other nonwhite ethnicities (NCES, 2019). As schools grow more diverse, campus leaders are seeking out programs to help their teachers and staff address the sudden influx of diversity and at the same time set themselves apart from their peers in an effort to attract and retain students. One of the most popular programs schools are turning to is the International Baccalaureate (IB) Primary Years Programme (PYP).

The International Baccalaureate has become, "a symbol of global capital, distinction, and status for children, parents, and teachers" (Solano-Campos, 2014, p. 136). With programmes that were once available for private schools that catered to a wealthy clientele of students, the IB has experienced unprecedented growth during the last few years (International Baccalaureate Organization, 2015). According to the International Baccalaureate Organization (IBO, 2015), the number of IB programmes at Title 1 schools has grown by 46% since the 2009-2010 school year. During the 2015-2016 SY, "over 60% of all public schools that offered IB programmes in the United States were designated Title I in 2012-2013" (IBO, 2016, para. 6).

While the growth of the IB programmes in the United States is impressive, Bunnell (2009) pointed out that IB implementation in the United States is different than schools abroad because most of the schools that offer an IB programme are public schools. According to 2019 data from the IBO 89% of the schools that offer one or more IB programs in the United States are publicly funded (IBO, 2019). This proportion is in stark contrast to other parts of the world where the IB world schools are typically private and only cater to a wealthy clientele.

<center>**Problem**</center>

To support the growing diversity across the United States, and at the same time attract new students, many campuses are turning to alternative instructional programs as a way to set themselves apart from their peers (Childress, 2018). One of the instructional methodologies that campuses are choosing is the rigorous International Baccalaureate (IB) Primary Years Programme (PYP) which has grown from 342 schools in 2013 to 589 in 2018 (IBO, 2018). The IB PYP was created in 1997 to allow students a chance to experience a full continuum of international education beginning from the time they enter school and ending with their graduation. According to the IBO (2016), "the PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. The PYP "focuses on the development of the child as an inquirer, both within and beyond the classroom" (IBO, 2016, para.1).

The IB has suggested that the primary task in a school is to, "enhance the learning of all students and that effective school leaders must see themselves, as

pedagogical leaders above all else" (IBO, 2009, p. 2). However, many school leaders

have become bogged down by the daily task of running a school; the majority of school

leaders spend most of their time on internal administrative tasks such as human resource

issues, crafting, reports, and managing the school budget (Lavigne, Shakman, Zweig, &

Greller, 2016). Yet, these tasks move the principal further away from the type of

leadership practices that are needed to sustain the PYP.

The IBO (2016) indicated that, "sustainable pedagogical leadership is the goal,

and is most likely to be achieved when leadership is devolved throughout a leadership

team" (p. 3). Hargreaves and Fink (2003) supported the notion that to be successful

school leaders must "create conditions that distribute leadership far beyond the

principal's office to the entire culture of the school, and even to the larger community"

(p. 18). There is a lack of empirical evidence to inform the role that these leadership

practices have, so more research is needed to build up a solid foundation on which

leaders can assess the effectiveness of sustainable leadership practices strategies in

schools implementing the IB PYP.

Many schools and districts use the justification that providing the IB PYP will

allow them to provide their rapidly diversifying student populations with a global

education (Luna, 2018). Whereas the prospect of using Title I funding to provide a

higher level of education for the neediest students sounds appealing to even the most

seasoned administrator, the problem with this idea, as Kobylinski-Fehrman (2013)

pointed out, is that the IB Programmes were designed to teach students to be critical

thinkers, problem solvers, and effective communicators by providing them with access

to a rich curriculum. The IB programmes were "not designed to remediate basic skills" (Kobylinski-Fehrman, 2013, p. 2) In order to implement the programme correctly, campuses need to be prepared to move away from the curriculum typically experienced by socially, economically, or culturally disadvantaged students which is usually focused on meeting a certain standard on state accountability test (Leithwood et al., 2010).

Purpose

The purpose of this multiple case study was to examine the relationship between sustainable leadership practices and IB PYP implementation on six Title I urban elementary school campuses. Secondarily, I investigated the perceptions of school leadership, specifically the principals, and the IB coordinators related to non-curricular benefits on their campuses.

The Research Questions

1. How do campus leadership practices affect IB PYP implementation in urban elementary schools?

2. Do sustainable leadership practices contribute to principals and IB Coordinators perceptions of a more effective IB programme?

3. In what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting?

4. What are the non-curricular benefits of the IB PYP on the campuses as perceived by the principals, and IB Coordinators?

Significance of Study

Many campus and district leaders undertake the process of becoming IB World Schools, because they are trying to market themselves as offering a global and inclusive education, and at the same time increase student achievement on campus by offering a more meaningful, student-centered education (Luna, 2018). The PYP is attractive because the typical curriculum provided to children in Title I settings is generally mandated by the city or state and is narrowly focused on basic skills and knowledge and fails to address the application of new ideas and concepts (Leithwood et al. 2010). The PYP is an approach to curriculum organization, teaching, and learning, and it requires both time and resources to be implemented correctly and sustained over time (Kauffman, 2005). However, Beckwitt, Van Camp, and Carter (2015) reported that school administrators found IB implementation challenging with regards to ongoing professional development for IB teachers, planning time and conflict between IB and state policies.

Jordan (2011), in a study conducted in South Carolina, found that third grade students who qualified for free or reduced lunch within an IB PYP candidate school had scored significantly lower on the standardized test during the school's first year of candidacy. Quanyor (2005) discovered that the use of an IB program is in no way a guarantee of a global education for populations of diverse learners. Instead, the researcher found that the only way to make global education relevant to students is to make changes to both teacher practice and school structure. Stillisano et al. (2011) wrote in their Evaluation of International Baccalaureate Programmes in Texas schools that

there are nine challenges associated with implementing an IB program and two of those nine are lack of teacher support for the program and teacher retention. This lack of teacher support can likely be attributed to the fact that teachers were left out of discussions to implement the IB PYP and as a result, they have resisted what they see as an ill-designed and poorly implemented reform (Fink & Stoll, 1998). The issue of teacher retention is a crisis that presently all of education is facing (Papay, Bacher-Hicks, Page, & Marinell, 2015), not just schools that are implementing the PYP. When combined with a lack of teacher buy-in, the constant churn of teachers leaving campuses make it difficult to sustain change and make education relevant.

The need for this study is further underscored by the fact that the majority of research surrounding IB is centered on the Middle Years (MYP) or Diploma (DP) programmes which can be implemented only for individual students, by certain teachers at authorized campuses. The implementation of these programmes is in stark contrast to the PYP, which requires participation by all students and staff on the campuses (IBO, 2015). The need for further research is also accentuated by fact that much of the research surrounding IB has been conducted in settings such as India, New Zealand or Europe (Kushner, Cochise, Courtney, Sinnema, & Brown, 2016; Campbell, Chittleborough, Jobling, Tytler, & Doig, 2013; UK Naric 2016), which deal with fundamentally different populations than those served in U.S. Title I schools. I was unable to locate any published research on Title I schools that are implementing the PYP in large urban districts.

In addition to the lack of research surrounding the PYP, the current state of

education funding requires that campus and district leaders ensure that they are maximizing every dollar that they are allocated to support programs with proven outcomes that can have positive and sustainable impacts on their schools. In Texas alone, the last decade has seen education funding subjected to some of the most drastic budget cuts in history. For example, during the 2011 legislative session, the State of Texas cut $5.4 billion from public education (Collier, 2015). Thus, the cost of implementing the IB PYP is not something that should be underestimated, regardless of how leaders intend to pay for it.

According to the IBO (2015) campuses are required to pay fees for candidacy, application, authorization, and yearly programme fees. The fees are in addition to the cost of the required professional development for every staff member on campus. A conservative estimate, based on modest teacher turnover, during just the three-year authorization phase a campus could spend upwards of $25,000 a year, plus the IB coordinator salary merely to become an IB World School (IBO, 2015).

Definition of Terms

The terms used in the study are as follows:

Programme

Programme is the English Spelling of the word program, and it is used when talking or writing about the programs offered by the International Baccalaureate Organization.

Economically Disadvantaged

This term is used to classify the percentage of students who qualify for free/reduced lunch under the National School Lunch and Child Nutrition Program (Texas Education Agency, 2013).

Title I

Title I of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools and districts with high numbers or percentages of poor students to help ensure that all children meet challenging state academic content and student academic achievement standards. Campuses with at least 40% or more of student's low-income students may use Title I funds, along with other federal, state, and local funds, to operate a school-wide program to upgrade the instructional program for the whole school. Title I schools with less than 40 percent low income offer a targeted assistance program in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging academic achievement standards (United States Department of Education, 2016).

International Baccalaureate

Founded in 1968, the International Baccalaureate is a non-profit educational foundation offering four highly respected programmes of international education. These programs claim to develop the skills that students need to be successful in a rapidly globalizing world. Any school seeking to offer any of the programmes must be authorized, by the IB organization (International Baccalaureate Organization, 2016).

Primary Years Programme

First offered in 1997, the Primary Years Programme is the elementary school program offered by the International Baccalaureate. Developed for students ages 3-12, the PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. The IB PYP "focuses on the development of the whole child as an inquirer, both within and beyond the classroom" (International Baccalaureate Organization, 2016, para. 1).

Theoretical Framework

The theoretical framework guiding this study is sustainable leadership theory. While much has been written about sustainable leadership (Hargreaves & Fink, 2003; Fullan, 2004, Davies, 2007; Šimanskienė & Župerkienė, 2014; Mitchell & Sackney, 2009) the foundation for this study is based on the work by Hargreaves and Fink (2003) who coined the term sustainable leadership based on similar work that had taken place in other fields, and they define it as follows:

> Sustainable leadership mattes, spreads and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in

communities of shared learning and development. (Hargreaves & Fink 2003, p.

2)

Sustainable leadership goes beyond temporary gains in achievement scores to create

lasting, meaningful improvement in learning for all students. Sustainable education

leadership is about leaders being responsible to and for all the students that your actions

affect (Hargreaves & Fink, 2006).

Hargreaves and Fink (2003) stated that there are seven principles of sustainable

leadership and that the principles can be enriched by leaders as they construct meaning

to embrace their own implicit knowledge and experiences, of leadership and change. The

seven principles that guide sustainable leadership are: (a) creating and preserving

sustaining learning; (b) securing success over time; (c) sustaining the leadership of

others; (d) addressing issues of social justice; (e) developing rather than depleting human

and material resources; (f) developing environmental diversity and capacity; and (g)

undertaking activist engagement with the environment.

Within the context of the PYP, schools are comprised of three distinct

communities of learners, the students, the teachers and the school leadership. Moreover,

it is the responsibility of the school leader to define and clarify the primary task of the

school, and to support the efforts of others towards addressing that task (IBO, 2009). The

IB defined leadership as, "the effective management of resources, people, time, and

money to ensure the enhancement of the teaching and learning in order to address the

overarching mission of the school" (IBO, 2009, p. 1). Put simply, the priority of a

campus leader is to provide students with the best education possible. Hargreaves and

Fink make the point that, "a better education and better leadership, that will benefit all students, and last over a long period of time, requires that leaders address their basic sustainability" (Hargreaves & Fink 2006, p. 2).

In this study, I explored the possible effects of sustainable leadership practices and PYP implementation on campuses. This framework was also used to examine school leader's perceptions of their campus and their role in shaping campus culture. Finally, I plan to use this framework to illustrate the principles that allow school leaders to be successful, even as they are working in systems that constantly force them to look away from the big picture. The theoretical framework is discussed in greater detail in Chapter 2.

Researcher's Perspective

Pandey and Patnaik (2014) have indicated that to build reflexivity into a study, researchers must share their, "preconceptions, beliefs, values, assumption, and position that may have come into play during the research process" (Pandey & Patnaik, 2014, p.6752). Therefore, I must share that when I proposed this study, I was serving as the Officer of Innovative Curriculum for the Houston Independent School District (HISD). In this role, my duties included providing administrative leadership over several departments and supervising a diverse group of personnel including the Districts Manager of International Baccalaureate Programs. This person was responsible for providing technical and administrative support to the 20 currently authorized IB World Schools and three candidate campuses. Additionally, I had the opportunity to serve as a principal of a Title 1 elementary campus in HISD, and in this role, I successfully led a

campus through the IB authorization process during a three-year period. This means that I have my own thoughts and biases about IB PYP implementation in a Title I setting. To control for this my bias, I plan to ensure that my perspective about the IB would not interfere with data collection.

<div align="center">

Limitations, Delimitations, and Assumptions

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Limitations

One of the limitations of this study is that only principals and IB coordinators of elementary campuses who offer the IB PYP, are in a large urban school district, and receive Title I funds were eligible to be included. Therefore, this study was limited to the small number of principals and coordinators who meet the qualifications for participation. A second limitation of the study was that not all IB PYP principals and their coordinators may responded to my request to participate. This study was limited by the availability of IB PYP principals and coordinators and their willingness to participate.

Delimitations

One of the delimitations of this study is that IB has several different curricula that schools can choose to implement, including PYP, MYP, DP and the new Career-related Programme, but the focus of this study is only on campuses authorized to offer the PYP. A second delimitation of this study is that campuses can be at various stages of IB implementation, but for this study, I was only focused on campuses who have had the program for at least three 3 years. A third delimitation was that this study was focused

on the perceptions of IB PYP principals and coordinators and did not include the leadership of other campuses.

Assumptions

Three assumptions of this study are: (a) the researcher assumed that the selected participants were honest with their responses; (b) the participants had an understanding of IB PYP and had participated in developing the programme of inquiry curriculum for their campus; and, (c) the interpretation of the data accurately captures the perceptions of the participants in this study.

Organization of the Study

This record of study is comprised of ten chapters. In Chapter I, the purpose, the problem and the significance of the study were introduced. Additionally, I stated my research questions, and defined key terms. In Chapter II, I, present my critique of the literature on the IB PYP and describe in detail the theoretical framework of sustainable leadership theory. Chapter III, includes my methodology, which includes the participants, instrumentation, data collection, data analysis, reliability, and validity. Chapters IV-Chapter IX comprise individual case studies of each of the six campuses. Chapter X includes a cross-case analysis of my study, implications for leaders of campuses/districts thinking about implementing the IB PYP, and recommendations for future research.

CHAPTER II

CRITIQUE OF LITERATURE

Within this chapter is a critique of literature related to the International Baccalaureate Primary Years Programme, the history, and purpose of Title I funds, as well as literature relevant to the understanding of the framework of sustainable leadership. According to Irby and Lunenburg (2008), a review of literature can illuminate various aspect of a research problem, in this case, a critique of current literature helps to provide the historical background of the IB PYP and illustrates gaps in the research surrounding the program.

Specifically, the IB PYP has only been in existence since 1997, and as of March 2018, there are only 1,472 schools offering the PYP across the globe (IBO, 2018); therefore, there are very few studies to critique explicitly related to the PYP. My initial search for the terms International Baccalaureate Primary Years Programs only produced 32 unique results with varying degrees of relevance. Furthermore, the initial search revealed two interesting facts. First, the vast majority of available literature is centered on the better-known International Baccalaureate Diploma Programme (DP), which has been around since the late 1960s. While these studies do appear to provide proper historical context, they do not provide much in the way of usable data since this program is limited to groups of students in specific high schools.

Second, my initial search also revealed that much of the research surrounding the IB PYP was conducted in settings outside of the United States. This made including any of these studies difficult because schools in those countries do not deal with as diverse

populations as most of the schools in The United States. Thus, I excluded from my critique any studies that lacked diverse populations, and I only critiqued studies about IB schools that were written between the years 2000-2018.

Introduction

Since 1971, campus and district leaders in The United States have relied on the International Baccalaureate (IB) as a way to set themselves apart from their peers in an effort to attract and retain students. According to Rogers (2003), the IB has long had a perception of being viewed as an elite program that only the best schools can offer. This perception continues to grow as IB schools gain more national attention, as was the case in 2009 when 36 of the top 100 schools in *Newsweek*'s America's Best High Schools were IB schools (IBO, 2009b). As IB schools received greater notoriety, more campuses have decided to undergo the authorization process to become IB World Schools. The IBO (2018) reported that as of March 2018, there are over 1,472 schools authorized to offer the PYP, in 109 countries across the globe, and that between 2012 and 2017, the total number of IB programmes offered across the globe grew by 39.3% (IBO, 2018).

The IB was initially created as a program to help international schools better prepare students to succeed in the post-secondary environment of their home country. However, as more campuses took note of the success of IB schools and students, the demand for programs for younger students emerged, and in 1997 the IB launched the primary years program (IBO, 2018). Since the introduction of the PYP, the IB has experienced phenomenal growth in the number of their programmes. According to the IBO (2018), there are currently 1,710 IB World Schools in The United States, and of

those 492 are authorized of offer the PYP, compared with 610 MYP, 891 DP, and 77

CP.

In addition to growth in the number of schools authorized, the IB is also

reporting that it has seen a surprising change in the type of schools offering the PYP.

Specifically, "the number of IB programmes at Title I schools has grown by 46% since

the 2009-2010 school year" (Gordan, Vanderkamp, & Halic, 2015). The most current

data available from the IBO indicates that as fall of 2015, "over 60% of all public

schools that offered IB programmes in the US were designated Title I in 2012-2013"

(IBO, 2016, para. 6). The IB has fully embraced the movement into more public Title I

schools, as a part of their commitment to expanding access, particularly among

underserved populations to IB programmes (IBO, 2012).

According to Hara (2011), "the introduction of the IB programmes seemed to

result from school leader's efforts to make their schools more attractive to students,

parents, and teachers" (p. 47). The need for schools to attract students can be attributed

to the rise in the diverse types of options parents can choose from and the fact that more

states are making school performance data readily accessible for parents which are not

meeting the standards for accountability. (NASSP, 2015)

Countless articles, policy briefs, and research studies have been published over

the years focusing on Title I schools and their struggles. However, little research exists

on the effect of the IB PYP has on campuses in urban settings. Through this critique of

literature, I (a) discuss the history of international education; (b) discuss the International

Baccalaureate Primary Years Programme, including the creation of the programme, the

curriculum, the authorization process, the cost associated with the IB PYP, and the criticism and challenges faced by schools who have implemented the programme; (c) discuss urban Title 1 schools; and (d) build a theoretical framework of sustainable leadership.

International Education

According to Matthews and Hill, "the IB PYP can trace its roots back to the year 1966 when the International Schools Association (ISA) published an international primary school curriculum. The curriculum listed seven subject areas and stressed using exploratory teaching methods" (2006, p. 123). However, the origins of international education can be traced back to the years immediately following World War I. To support the newly established League of Nations, the International Labor Office was established in Geneva, Switzerland (Matthews & Hill, 2006, p. 5).

The staff of this new international organization came from many countries, yet they all wanted a high-quality education for their children like what they would receive in their home country (Matthews & Hill, 2006). This education would need to have a curriculum that prepared the students to go back to the university systems in their home country and be successful. Realizing that their options were limited, in 1924 a group of parents working for the League of Nations (in the international labor organization) found two teachers at a local school willing to become the first faculty of the new International school in Geneva (Matthews & Hill, 2006). This school would come to be called Ecolint, which is a shortened version of the French name Ecole International. The school which is still open today currently has an enrollment of 4400 schools, and according to its

website, is not only the first but the oldest and largest international school in the world (Ecolint, 2016).

The creation of Ecolint would prove to be a defining moment in the history of the IB, in large part to the school's first director, Paul Meyhoffe sought to bring an end to the different exams that international students would need to pass to be accepted to a university in their home country (Matthews & Hill, 2006). So, in 1925 Meyhoffe sent 17 Leaders of European education a survey to gauge in their interest in creating a globally recognized international school-leaving exam (Matthews & Hill, 2006). Unfortunately, according to Matthews and Hill (2006), "before World War II universities usually took anyone who could afford to come, there seemed no point in having a standard exam that could distinguish between good students and mediocre students" (p. 6).

While Meyhoffe's idea would come full circle in 1949 when the United Nations Educational Scientific and Cultural Organization (UNESCO) convened a conference of international school principals in Paris (Mathews & Hill, 2006), the purpose of which was to seek a solution to the different academic goals and diplomas that newly posted diplomats and business executives who were for the first time, posted to foreign places had for their children (Mathews & Hill, 2006, p. 17).

Diploma Programme

The solution to the problem of different academic goals and diplomas arrived in 1967 when the International Baccalaureate Office was registered in Geneva, and a year later the newly established International Baccalaureate Diploma Programme (DP) was launched. Then in 1970 after two years of trials, the IBO gave their first IB diploma

examinations, and the "international education craze was born" (Matthews & Hill, 2006, p. 41).

According to the IBO, "the DP was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding" (IBO, 2018, para. 4), and it was the first programme offered by the IB and is taught to students aged 16-19, and as of March 2017, there are 3,104 schools offering the DP, in 147 different countries worldwide (IBO, 2018). The DP was created by teachers at the International School of Geneva (Ecolint), with assistance from several other international schools to be and today the program is, "an academically challenging and balanced programme of education that addresses the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe" (IBO, 2017, para.. 4).

Students who wish to pursue the IB diploma must study curriculum across six subject groups including studies in language and literature, language acquisition, individuals and societies, experimental sciences, and mathematics (IBO, 2018). Additionally, students are required to demonstrate mastery through action, and service, submit an extended essay and pass the Theory of Knowledge course (IBO, 2018). The Theory of Knowledge (TOK) is an interdisciplinary course designed to develop a coherent approach to learning that unites the subject groups and encourages appreciation of other cultural viewpoints (IBO, 2013). The TOK course is assessed via an oral presentation and a minimum 4000-word essay that all students must complete (IBO, 2018).

Middle Years Programme

After the initial launch of the IB DP, schools began to ask for an international curriculum for students in the middle grades (Matthews & Hill, 2006). In order to fill this gap, in 1980 the International Schools Association (ISA) took the lead in the development of a, "flexible curriculum that promoted the fundamental concepts of intercultural understanding, communication, and holistic learning" (IBO, 2018). In 1992 the IB formally took responsibility for ISA and as a result two years later in 1994, the Middle Years Programme (MYP) which is a whole school program that was specifically crafted for students ages 11 through 16 was adopted by the IB (IBO 2018).

According to the IB, "the MYP is a challenging framework that encourages students to make practical connections between their studies and the real world" (IBO, 2018, para. 2). The framework consists of eight core subjects that need to be integrated through five areas of interaction. The MYP framework emphasizes, "the development of the whole person-affective, cognitive, creative and physical—and its effective implementation depends on the school's concern for the whole educational experience, including students learning opportunities beyond the classroom environment" (IBO, 2013, p. 2).

As a way to demonstrate that they understand and can apply the various components of the IB, all MYP students who are in their final year of the program are required to complete a personal project based on a topic of their choosing (IBO, 2018). According to the IBO, "MYP projects are student-centered and age-appropriate, and they

enable students to engage in practical explorations through a cycle of inquiry, action and reflection" (IBO, 2018, para. 5).

Primary Years Programme

According to IBO (2017), The PYP as it exists today began in 1990 when, "the idea of a programme for students aged 3 to 12 was first discussed at the European Council of International Schools Conference (ECIS) in Rome" (IBO, 2017, p.10). The foundation for the PYP was laid in 1992 when a group of educators at the Frankfurt International School started formed a steering committee and launched the International Schools Curriculum Project (ISCP) (IBO, 2017). This group brought together people who wanted to develop an international curriculum that was targeted to students in the primary grades with ages from 3 to 12. (IBO, 2014)

The ISCP quickly produced a rigorous and robust primary aged curriculum that, "provided continuity of learning within each school and ensure that the curriculum developed international-mindedness on the part of learners" (IBO, 2018, para. 6). However, "the ISCP lacked the necessary infrastructure to support the curriculum, and as a result, offered the international curriculum to the IBO, who then used it to launch the PYP in 1997" (Matthews & Hill, 2005, p. 123).

The PYP curriculum, much like the DP and MYP curriculum is designed to, "encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IBO, 2009, p. 8). The IB PYP "focuses on the development of the whole child as an inquirer, both within and beyond the classroom" (IBO, 2016, p. 1). Much like the MYP, the PYP can only be

offered as a school-wide programme that must be made available to all students, and the aim of the schools offering the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range (IBO, 2016). The IB defines the PYP curriculum as being comprised of three interrelated components, the written, the taught and the assessed curriculum, "these three components are expressed in the form of the following three open-ended questions, each of which compels teachers to think deeply about their own practice with regard to student learning" (IBO, 2009, p. 8).

The IB defines written curriculum as the, "identification of a framework of what is worth knowing, and it is expressed through the question, what do we want students to learn" (IBO, 2009, p. 8) The taught curriculum is defined as, "the theory and application of good classroom practice, and it is expressed to the question of how will we learn best" (IBO, 2009, p 8).While the assessed curriculum is defined as, "the theory and application of effective assessment, and it and it is expressed by the question, how will we know what we have learned" (IBO, 2009, p.8). The IB makes the case that the PYP is not the standard curriculum that ends with a test at the end of the unit to see what students have learned. Rather, "is an iterative process, whereby each component informs the other two" (IBO, 2009, p. 9)

Programme of Inquiry

All IB PYP schools, "are provided with a curriculum framework of essential elements, the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future. Schools work with the

five elements to construct a rigorous and challenging primary curriculum for international education" (IBO, 2018, para. 1-3). This individual curriculum framework, otherwise known as a transdisciplinary Programme of Inquiry (POI) (IBO, 2016). As noted in Table 1, the POI is guided by six transdisciplinary themes of global significance which are the same for all PYP schools (IBO, 2009). The themes were designed to provide guidance to the teachers as they develop investigations into important ideas that have local significance and global relevance and at the same time require students to be active participants in their learning (IBO, 2009). The themes which can be adapted to support local and national curriculum mandates will each be addressed by all students on the campus during one of 6, 6-week units. These units are designed to be explored using knowledge and skills derived from all subject areas, with a powerful emphasis on inquiry (IBO, 2016).

Table 1.

The IB Transdisciplinary Themes (IBO, 2018)

PYP transdisciplinary themes	Definition
Who we are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Table 1 Continued

PYP transdisciplinary themes	Definition
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	An inquiry into the natural world and its laws; interaction between the natural world and human societies; how humans use their understanding of scientific principles.

Table 1 Continued

PYP transdisciplinary themes	Definition
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact of humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

The transdisciplinary themes provide a starting ground for conversation and interpretation within and between PYP schools. The IBO is on record as stating that they believe, "that it would be inappropriate for the PYP to attempt to produce a definitive programme of inquiry to be used by all schools" (IBO, 2016, p. 9). Instead, the IB feels that, "the IB philosophies and practices have more of an impact on a school's culture

when the individuals in the school work collaboratively to develop a transdisciplinary programme of inquiry designed to meet the school's needs" (IBO, 2016, p. 9). Getchell (2010) provided an example of a fourth-grade transdisciplinary unit that was crafted to adhere to Colorado state standards and at the same time help students develop a global worldview. In her example, the theme is Where We are in Place and Time, and the teacher's classroom instruction would initially be on the settlement of Colorado over the years. The teacher would explore how settlement patterns in Colorado are similar or different from those patterns seen in other parts of the world. The teacher would then explore topics such as geographical barriers, safety, climate, resources, and the economic impact of settlement within both and local and international context. This example underscores the IBO's belief that success for PYP schools lies in crafting a POI allows each campus to retain its own identity and autonomy, but also allows it share strengths and ideas with other IB World Schools across the globe (IBO, 2016).

Action Cycle

One of the specific outcomes of implementation the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process and followed by reflection (IBO, 2016). In *the publication Making the PYP Happen*, the IB wrote, "effective action does not need to be grandiose. Instead, effective action should begin at the most basic level with the child, within the classroom, the hallways and the playground" (IBO, 2009, p. 26).

Within the PYP both teachers and students have distinct roles and responsibilities when learning to take appropriate action. The responsibility of the teacher lies in

enabling students to choose their action carefully, to facilitate this action, and to

encourage them to reflect on the action they undertake (IBO, 2009). Curtin (2016) found

that student's understandings of action is directly related to how their teachers have

reinforced the concept in the classroom. (Curtin, 2016) While the students should learn

how to channel their strong feelings about fairness and justice, into a positive expression

of their feelings, as active participants in their learning (IBO, 2009). The IB believes,

"effective action can be a demonstration of a sense of responsibility and respect for self,

others and the environment" (IBO, 2009, p. 26).

According to *Making the PYP Happen* (IBO, 2009), "education must extend

beyond the intellectual to include not only socially responsible attitudes but also

thoughtful and appropriate action" (IBO, 2009, p. 25). Every student, every year, has the

right and should have the opportunity to be involved in taking action (Getchell, 2010).

The IB feels that action will extend the student's learning and that it may have a wider

social impact both on the campus, and in the community, provided the action is

voluntary on the part of the students (IBO, 2009). The IB challenges PYP schools to

meet the challenge of offering all learners the opportunity to act; to decide on their

actions; and to reflect on these actions to make a difference in and to the world (IBO,

2016).

PYP Exhibition

Much like students who are in the final years of the MYP, students who are in the

final year of the PYP must participate in a culminating project at some point during the

school year (IBO, 2009). This project which is better known as the PYP exhibition

requires students to engage with a transdisciplinary theme to research a problem and initiate action to help identify a solution (IBO, 2009). The exhibition is designed to be a summative assessment activity that allows students to demonstrate understanding and mastery of all the essential elements of the PYP and at the same time exhibit the attributes of the learner profile that they been developing throughout their time at the PYP school (IBO, 2016). An example of student exhibition under the theme of sharing the planet would see the students concerned about the lack of clean water available to other school-age children, partner with a local non-profit that digs wells and then hosting a fun run with all monies collected being used to drill water wells in impoverished countries. The PYP exhibition is more than just a project-based learning experience for students, rather it:

> Represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP. (IBO, 2009, p. 52)

Medwell, Cooker, Bailey, and Winchip (2017) found that, "the action aspect of the exhibition is demanding for teachers, but very important in driving international mindedness. (p. 84)

Learner Profile.

The IB learner profile (see Table 2) is what sets IB apart from other programs, and it is what has the potential to transform Title I schools. The IBO developed the

learner profile to be their "mission in action and to concisely describe the aspirations of a global community that shares the values underlying the IB's educational philosophy" (IBO, 2015, p. 1). More specifically, the IB believes that the learner profile describes a broad range of human capacities and responsibilities that go beyond academic success, and therefore, they would be hard to measure on a standardized test (IBO, 2016). The PYP was created for elementary students to help the IB fulfill their stated mission of promoting and developing programmes of international education, while at the same time helping students to learn through the IB learner profile (IBO 2016).

Table 2.

IB Learner Profile (IBO, 2018)

Characteristic	Definition
Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Table 2 Continued

Characteristic	Definition
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Table 2 Continued

Characteristic	Definition
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

The IBO even makes the point that while the PYP, MYP, and DP programmes have slight differences, they are "philosophically aligned, each centered on developing attributes of the IB learner profile" (IBO, 2016, para. 1). The Learner Profile is the IBO's belief that students, no matter where they are from, will be ready to meet the challenges of an ever-diverse world when they utilize qualities outlined in the profile (Getchell, 2010).

The IBO believes that teachers and leaders at IB World Schools are considered learners, and as such, they should model and promote the IB learner profile at all times

(IBO, 2009). This belief has the potential to change the culture and classrooms of PYP schools as teachers begin to embrace the learner profile and become more caring and balanced, they are more likely to move away from authoritarian discipline and instead become more focused on relational discipline practices. This shift, towards a more relational classroom, has been shown to have great benefits both for teachers and students. In his 2017 study, Kwok explored the differences in 1st-year teachers' classroom management beliefs and actions, and found that urban teachers who use a more relational approach to classroom management have higher quality of daily instruction, which is vital for Title I schools that are offering the IB PYP and at the same time trying to meet the needs of disadvantaged students.

Discipline Within the PYP

Unlike other programs, the IB PYP was not designed to be a classroom management program or system. The IB PYP was designed to be a curriculum framework that is grounded in inquiry, with the ultimate goal of having students embody body the learner profile. Nowhere in the any of the literature that is authored by the IB, is there any guidance with regards to dealing with student behaviors, or classroom management strategies. Instead, the IB requires that all IB World Schools work to become as inclusive as possible, and the IB defines inclusion as, "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" (IBO, 2015, p. 3). It should also be noted, that the IB does not formally categorize students as learning disabled, bilingual, or special needs because it views the process of labeling students as ineffective (IBO, 2017). This is similar to

approach advocated for by Mitchell and Sackney (2009) who see learning differences like a different way to approach learning and not as a deficit (Mitchell & Sackney, 2009).

The IB believes that the process of becoming inclusive is a collaborative school-wide process that only works when school leadership, parents, teachers, and students all understand that they have a part to play (IBO, 2015). Within an IB school, developing an inclusive climate is conducive to supporting the learning of all students and in order to do so, students must feel cared for, trusted, understood, and safe. Jayne Pletser, curriculum manager for Inclusive Education at the IB wrote, "creating positive learning environments and a sense of belonging for all students are key in addressing behaviors that are perceived as challenging. Such behaviors according to the IB, "should always be understood in context and are rarely the result of willful or intentional opposition but may be the result of or stressors" (IBO, 2017, para. 30).

In the 2015 publication, *The IB Guide to Inclusive Education: A Resource for Whole School Development*, the IBO acknowledges that across the globe students have their own learning styles, strengths, and challenges. However, they maintain that with a PYP school, "the classroom teacher and school leadership team have the responsibility to put in place processes to help remove barriers to learning for every student" (IBO, 2015, p. 4). With the ultimate goal of encouraging students to be principled learners, who take responsibility for their actions and their consequences, then reflect upon the situation and make better choices in the future (IBO, 2015)

Role of Language in the PYP

The IBO believes that language plays a vital role in the success of their students, and they have gone on records as staying, "all PYP teachers have a responsibility to address the language needs of their students in the language of instruction" (IBO, 2015, p. 10). In the publication, *Language and learning in IB programmes* (IBO, 2011) the IB provides a framework to help schools in constructing their individual language policies. Each school's language policy should be unique, and it must account for, and be responsive to, the different language-related needs of the individual school community (IBO, 2015). When used correctly, an IB language policy has tremendous value for students classified as ELL because campuses must indicate how they will help students develop and maintain their mother tongue. Campuses are also required to ensure that there is a detailed plan in place that describes how the primary language of instruction will be promoted and supported (IBO 2009).

Furthermore, many Title I schools use the justification that offering the IB PYP will allow them to offer a global education to their student bodies which are becoming more diverse with each passing year. The campuses are attracted to the fact that the IB requires that all PYP schools offer support of students' mother tongue languages, and provide them the opportunity to learn additional languages (IBO, 2009). Also, they are attracted to the notion that on an IB PYP campus every educator, from the classroom teacher to a world language teacher, is a teacher of language in a PYP school (IBO, 2016).

Simply stating the belief that every teacher is a language teacher is one thing, but actually putting this into practice is something different. Carder (2008) observes that

schools are not required to allocate a certain amount of time dedicated to learning

foreign languages in the PYP curriculum. The IB states that campuses must offer a

second language, this means that some students will get instruction daily, some will get

weekly, and some will get bi-weekly exposure. Carder (2008) found that a wrongly

delivered language programme could lead to a significant cognitive handicap and a

learning disability for life. While Fee, Liu, Duggan, Arias, and Wiley (2014) found that

in schools with a highly diverse student population, teachers reported that incorporating

students mother tongue into the learning was problematic and that the implementation of

the language policy was, "easier said than done" (Fee, Liu, Duggan, Arias, & Wiley,

2014, p. 127).

IB Authorization

The PYP is not a curriculum where schools simply pay a fee and then overnight

gain the ability to call themselves an IB World School. Instead, any campus that wishes

to offer the PYP must undergo a three-year authorization process (IBO, 2016). This

process is when campuses should begin to see the initial fruits of their activity towards

becoming an IB World School. The IB refers to the three-year window as the candidacy

phase, and during this phase the campuses are charged a non-refundable annual

candidate fee, which according to the IB, allows a school access to the IB's online

curriculum center (OCC), programme updates and other items published by the IBO

(IBO, 2016).

The candidacy phase is when schools will be the most active as PYP schools are

required to undergo a whole-school approach to crafting their curriculum frameworks,

otherwise known as a Programme of Inquiry (POI) (IBO, 2016). This is important

because the IBO believes that success for PYP schools lies in crafting a POI that allows

each campus to retain its own identity and autonomy, but also allow it to share ideas

with other IB World Schools across the globe (IBO 2016). The POI is designed to be

living a document, and schools must submit it to the IBO several times during their

candidacy phase for feedback.

Campuses in the candidacy phase are required to work with an IB consultant to

assess their readiness to support and sustain the program (IBO, 2018). Also during this

phase, campuses are required to demonstrate to the IB that they have the capacity to

meet the requirements for offering the PYP including offering a second language and

ensuring that all students receive instruction in a self-contained classroom. Finally, the

IB requires all teachers on campus to be trained by the IB in the various programme

components (IBO, 2016). Training is meant to ensure that all teachers have a basic

understanding of what should be taking place in the classroom on a daily basis.

Once a school has successfully completed the candidacy phase an application for

an authorization is submitted (IBO, 2016). As part of the authorization process, the IB

conducts a verification visit at the campus where they review all the POI as well as any

created supporting documents, meet with students, teachers, parents, and observe classes

(IBO, 2016). The stated purpose of this visit according to the IB is, "to verify the

school's claim that it has taken all the necessary actions and is prepared to become an IB

World School" (IBO, 2016, p. 4). The verification visit serves as a quality control

measure and helps to ensure that schools that are designated as IB world schools that

here to the mission and policies of the various programs.

The outcomes of being an IB World School do not end with students receiving an

IB education. Each IB school is required to be regularly evaluated to ensure that they are

upholding the standards and practices of the IB programme. This evaluation takes place

four years after the initial authorization and then every five years after that, and as a part

of the process, each school must engage in a self-study where they are required to assess

how aligned their current practices are to the mission of the IBO and in meeting the

requirements for being an IB World School (IBO, 2016). Also, during this time

campuses will again be visited the IB to ensure that they have not deviated from any of

the requirements that come with being an IB school (IBO, 2016).

Cost of The IB PYP

The cost of being an IB World School can start to add up as soon as school

leaders begin to consider offering any of the programmes to their students. During this

time, the IB encourages principals and other decision-makers to attend initial training on

the basics of the programme they wish to explore at a current cost of $744 a person.

Should a campus decide to apply to become a candidate, the IB then requires each

school to pay a one-time application fee that is currently $4,000 (IBO, 2018). Once a

school's application has been accepted, they will move into the candidacy phase, and

during this phase, the campuses are charged a yearly candidate fee that is currently

$9,500 for each year that they are a candidate (IBO, 2016). Once a school is authorized

as an IB World School, they are required to pay an annual school fee, which for the

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2017-2018 school year is school $8,520 for schools offering the PYP (IBO, 2018). All of the fees are non-refundable, and since the IB began charging schools, they have never provided any discounts to campuses offering any single programme, including Title I campuses.

In addition to the fees that the IB charges the schools, the IB also has specific fees that accompany their professional development. As a quality control measure, the IB does not allow organizations to license their professional development, nor do they allow campuses to implement a train the trainer model. The IBO is the only organization that can offer any IB training, and it should be noted that before any school can become authorized, the IBO requires every teacher and administrator on campus to undergo a level one training at a current cost of $744 per person (IBO, 2016). Should a teacher or administrator leave an IB campus for any reason, the campus will be responsible for the cost of the fees so that the replacement staff member can satisfy the professional development requirement.

By themselves, many of the fees that the IB require do not seem that unreasonable, especially when according to a 2015 report, districts spend an average of $18,000 on professional development each year per teacher (Mader, 2015). However, school leaders need to be mindful since all the IB fees can begin to add up quickly, and once they do, the schools will need to find the money to cover the cost of the programmes. Take for example an elementary school that has a staff of 50 people, 45 of whom are teachers and assume that they have zero turnover, the cost to have all staff meet the professional development requirement alone will be $33,480. This is in

addition to the $4,000 application fee, and three years of candidacy fee, which total $28,500. Meaning that for this school to become authorized, they would spend at least $65,980 in fees alone.

Now considering the fact that in 2013 the average teacher turnover rate in Title I schools, where 75% or more of the students qualified for free and reduced lunch was a little over 22%, (Di Carlo, 2015) allows the researcher to get a better sense of the total cost of the programme for schools. Using the same example from above that has 45 teachers, and factoring in an annual turnover rate of 22% means that each year this campus would need to send a minimum of 9.9 teachers to professional development at a total cost of $7,365.60. When the professional development cost is added to the required annual school fee of $8,520, the yearly cost in fees for a campus to offer the IB PYP programme is $15,885.60.

The IB also requires schools offering any of their programmes to have a full-time staff member in the role of IB coordinator, which would be an additional cost to the campus (IBO, 2018). Often school leader's will staff this role with a teacher but do not assign them any students, and according to the NCES (2013), the average teacher salary in the United States is $56,383. When the cost of the required IB coordinator is included along with the required fees, the campus in our example would spend an estimated $72,268.60 a year to offer the IB PYP.

Another challenge that PYP campus should be aware of comes from via Van der Klaauw (2008) who found that Title I funding on average only represents on average about 5% of a school's total budget, meaning that as cost and fees associated with IB

continue to rise, schools could be responsible for funding a bigger portion of the cost associated with IB with non-title dollars. This could be a challenge because as The Education Trust reported (2018), it costs districts 40 % more to educate a student in poverty than a student not in poverty, and this is on top of the fact that highest-poverty districts receive about $2,000, or 16%, less per student than those districts that have low-poverty rates (Morgan & Amerikaner, 2018).

Factors Affecting IB Implementation

Multiple factors can influence the success of an individual IB programme, such as the number of years the campus has been authorized to offer the IB PYP, principal capacity, and teacher capacity. However, there are additional factors which become exacerbated when this program is implemented in a Title I setting. In order for students to internalize an IB education, they should experience the entire continuum of PYP education from pre-K through fifth grade, and student mobility makes this difficult. Also, the IB requires that each POI be specific to the individual campus. Thus, teacher capacity has a significant impact on the fidelity of implementation, so campuses with massive turnover can have difficulty building the deep knowledge base that is necessary for the programme to succeed (IBO, 2009).

Perhaps the biggest factor affecting the implementation of the PYP misalignment between the state and district mandated curriculum and the learning that IB requires. Within the PYP, "it is believed student learning is best done when it is authentic, relevant to the real world; and transdisciplinary where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them" (IBO,

2009, p. 1). This belief IB stands in stark contrast to schools across the U.S. whose focus is on meeting accountability standards most often by passing a reading a math test.

While an addition challenge that many Title I schools, who are authorized or who are seeking to be authorized will face, is that the type of teaching and learning that the IB demands often cannot be measured via a standardized test, and this causes some teachers and leaders to reject the type of instruction required by IB, because of the fear of not meeting standards. Fink (2011) cautioned that launching new initiatives or sustaining past ones, require schools and district leaders to weigh the possible benefits of the program, the availability of resources and the positive publicity that may result against the costs in terms of people's time, energy, and commitment.

Impact of IB Programmes

Many campuses are choosing the PYP in an effort to replicate the success that other IB programmes have had boosting student achievement for groups of diverse learners. In 2008, a study conducted by McKinsey & Company revealed the IB's unique benefits for underserved students. The study looked at the lack of low-income and minority students in the DP, and the authors of the study concluded that the DP:

> The DP stands out among other high school curricula available today in the US
> public education system because it offers a rigorous, aligned, integrated
> instructional system that is both appropriate and valuable for students of average
> skill proficiency, and transformative for minority and low-income, i.e., 'high-
> needs', students. (McKinsey & Company, 2008)

The McKinsey study is important because it shows that despite beginning in the private schools of Europe, the DP is something that if given a chance, can allow all students to be successful. The IBO states that while the PYP, Middle Years (MYP), and Diploma Programmes (DP) all have small differences, they are "philosophically aligned, each centered on developing attributes of the IB learner profile (IBO, 2016, para. 1)." The Learner Profile is the IBO's belief that students, no matter where they are from, will be ready to meet the challenges of an ever-diverse world as they live out the qualities outlined in the profile (Getchell, 2010).

In a 2015 study, Gordan, Vanderkamp, and Halic found that in U.S. Title I high schools, 85% of African American students who participated in the DP enrolled in college immediately after graduation. While in that same study, the authors reported that 82% of Hispanic graduates of Title I schools implementing the DP also enrolled in college. These findings suggest that neither ethnicity, nor income level of an IB student affects their college enrolment, with students of all racial/ethnic groups enrolling in college at rates of 74% or above (Gordan, Vanderkamp, & Halic, 2015). These results are impressive because nationally the enrollment rate of African American students is the lowest of all race and ethnic groups at 57% (IBO, 2015).

While the results of the DP are impressive and have been reproduced in public and private schools across the globe, the results of the PYP have not proven to be as impressive. For evidence of this fact look no further than the outcomes research page of the IB website. This page is a clearinghouse of studies that investigate the impact of IB programmes on teachers, schools, and students. The PYP section lists 16 studies that

were conducted in settings from India to Germany and countries across the globe. The four studies that were conducted in the United States demonstrate the varied effects that exposure to the PYP has had on students and schools and leave us with more questions than answers (IBO, 2018).

Take for example a 2015 longitudinal study in which Hemelt, sought to study the effects of the PYP on student performance in Michigan and North Carolina. His study found that the PYP moderately boosted third-grade math scores but had no impact on third-grade reading scores. The same study also found that the PYP had no effect on math, reading and science achievement of fifth-grade students in Michigan. The results of the same study in North Carolina found that the PYP appeared to negatively affect math performance for students in both third and fifth grades. The study did find that exposure to PYP increased the reading performance of economically disadvantaged third-grade students in both states.

While in a 2011 study, Stillisano et al., that examined the impact of the PYP and MYP in Texas classrooms found no significant differences between IB schools and their comparison schools in math and reading achievement as measured by the Texas Assessment of Knowledge and Skills (TAKS). However, Stillisano et al., reported that IB classrooms had more favorable instructional practices, than non-IB classrooms. This study suggests that the overall quality of instruction observed in IB schools is generally higher than in non-IB schools, even though the instruction does not lead to improved results on standardized tests.

IB as Programme Choice

In addition to the results that the DP has produced for students, many schools and parents choose IB programmes because over the years they have earned a reputation as programmes that cater to the wealthy and the smart. Androschuk (2017), made the case that in the 1980s, the IB was marketed as a pre-university curriculum which leads to examinations that could meet the needs of the academically incline and academically gifted school students. While Callahan (2003) pointed out that the most frequently cited reason for the increased growth of IB Programmes has been the rigor and challenge associated with the course offerings.

The evidence of this can be found in a 2010 research study, where Sperandio analyzed 336 applications from schools who were seeking to become authorized IB MYP World Schools, in her research she was able to identify 12 themes that occurred within the school leaders' responses to the question, why are you selecting the selecting the programme? In her study, 32.0% of school leaders responded that they felt the program was described as challenging students and requiring high academic standards. In this same study, 23.4% responded that they believed that offering the MYP would "give them a distinct international image/focus and prestige" (Sperandio, 2010, p. 144).

The notion that school would choose to offer an IB programme based on reputation or branding is supported by Datnow (1999), who in a research study, found that a schools' choice to adopt new instructional programs is influenced by educators' emotional reactions instead of a careful calculation of costs and benefits to the campus. Datnow was blunt in her conclusion, stating, "schools seldom make well informed,

choices about program selection and implementation, even when opportunities to gather information were readily available" (Datnow, 1999, p 1).

In his 2002 study, Global Product Branding and International Education, Cambridge argues that the IB and its programmes have moved from niche product to a global brand like Coke or Nike. He cited the marketing and branding work of the IBO and points out that each IB World School gains value from their association with the IB, much like a local restaurant gains value from association with a global brand. (Cambridge, 2002) Furthermore, the fact that schools and consumers associated the strengths of the PYP with the DP is what the IBO intended as they moved from high school to middle schools and ultimately to elementary schools. Cambridge (2002) defined this as the concept of vertical brand stretching and points out that this tactic can be easily identified, anytime brands try to diversify their activities into a new age range while ensuring that the process does not hurt the brand.

Criticism of IB

Despite the rapid growth in IB programmes over the last 40 years, there continues to be groups of people concerned about the impact of the programmes. "IB programs have benefits but are not the panacea that some advocates proclaim" (Malik, 2013, para. 1). Anjum Malik, an international education consultant, wrote a scathing op-ed, because she was concerned about the fact that as IB has become more common, more people have begun to advocate for general adoption of IB programmes throughout the country. In addition to voicing concerns about the cost of IB programs, Malik pointed out that if given a choice not all students would opt into an IB program because it is not

aligned with their learning style, so forcing students into a program could have devastating consequences (Malik, 2013).

       Malik is not alone in her criticisms of the IB; in fact, the IB has recently come under attack as citizens across the United States have begun to voice concerns about the ideas behind IB. In 2012, the school board in Coeur D'Alene, Idaho voted to the 4-0 to remove IB programmes from its schools after two years of protest from parents and community members who were concerned that the program taught students to embrace an anti-American ideology (Heliman, 2012). This sentiment was echoed in a 2012 vote by the New Hampshire House of Representatives when it passed HB 1403 which blocked schools from offering any IB programmes. The language of the bill, which was defeated in the New Hampshire Senate, read that a school's curriculum and instruction must promote "state and national sovereignty and is not subject to the governance of a foreign body or organization." (HB 1403, 2012). Supporters of the bill raised concerns about the IB's connection to the United Nations as well as the fact that IB promoted an international ideology (Siefer, 2012).

       In a 2014 article, Dr. Ian Hill Former deputy director general of the IB from 2000 until 2012, summarized the most common criticisms of the IB, namely that the organization is "un-American, Marxist and anti-Christian." (Hazari, 2014, para. 8) In response to these claims, and other frequent claims about the IB, such as, "their programmes are pilot programs for UNESCO and the UN and were developed for the purpose of creating an international education system" (IBO, 2014, p 1). The IB created a document entitled, *Myth and Facts about the International Baccalaureate* which was

developed to prepare campus and district leaders, "open a dialog with those who voice legitimate differences of opinion to find common ground, and you'll have cogent, logical responses to even the most outlandish claims" (IBO, 2014, p. 1). The document contains a selection of various claims made in the past few years, along with the facts and figures to help counter misinformation.

Title I

At the same time that the IBO was being created in Europe, a change was sweeping America in the form of new laws designed to give protections and freedoms to all citizens. In 1964, President Lyndon B. Johnson passed the Civil Rights Act of 1964, Title VI of which prohibits recipients of federal financial assistance from discriminating based on race, color, or national origin. According to McClure (2008), the Civil Rights Act was a legislative triumph because previous attempts to provide federal aid to primary and secondary education by Congress had failed because of race.

Prior to 1964, all attempts at providing federal aid to school-aged children had been stalled by the use of the Powell amendment attached to bills in the House by Rep. Adam Clayton Powell II, chairman of the House Education and Labor Committee (Gilmour, 2001). The Powell amendment prohibited the use of federal money to build racially segregated schools. Under Title VI of the Civil Rights Act, any school systems that operated racially segregated schools were now required to have acceptable desegregation plans to be eligible for federal funds (McClure, 2008).

The passage of the Civil Rights Act of 1964 paved the wave for the passage of the Elementary and Secondary Education Act (ESEA) in 1965, which allowed federal dollars to fund primary and secondary education, while at the same time emphasizing high standards and accountability (Social Welfare History Project, 2016). ESEA mandated the use of these funds for professional development, instructional materials, resources to support educational programs, and the promotion of parental involvement. The act was signed into law on April 9, 1965 and its appropriations were to be carried out for five fiscal years. These federal funds were designed to be allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state (Title I Part A Program, 2015).

When it was passed in 1965, ESEA was 32 pages long made up of six titles and none of them were more important than Title I, Part A (Title I) which was designed to provide financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (Schneider, 2015). Since ESEA was passed in 1965, the federal government has voted to reauthorize the act every five years, and over the course of fifty-two years there have been a variety of revisions. However, the reality is that not much has changed. In 1981, Congress passed the Education Consolidation and Improvement Act (ECIA), which was designed in part to reduce federal regulations of Title I. According to Zascavage, (2010) then President Ronald Regan believed that money should be in the hands of states and local jurisdictions rather than at a federal level. Despite the passage of ECIA, little was done to implement any lasting changes and

states and campuses continued business as usual.

In 1988 the Hawkins-Stafford Elementary and Secondary School Improvement Act was passed and the conversation around Title I moved from being about finances to one centered on student achievement and outcomes in the classrooms (Paul, 2016). The Act called on school districts to raise student achievement for low-income students by focusing on cultivating advanced skills rather than remediation of basic skills. Additionally. The act also brought with it several programmatic modifications, including new provisions for schoolwide projects and guidance on what should occur when students who are receiving funding shown little to no improvement (Paul, 2016).

Some of the most sweeping changes to Title I took place in 1994 under the improving America school Act (IASA). The IASA mandated that reading, language arts, and math standards be used to assess student progress and provide a level of accountability. It also reduces the threshold for schoolwide program participation from 75% poverty to 50% and gave schools more freedom to use federal funding from multiple programs to allow their funds to have a more significant impact. Finally, IASA allowed local and state officials to waive those federal requirements that they felt interfered with school improvement (Paul, 2016, para. 10).

In 2002 ESEA was re-authorized and would formally come to be known as the No Child Left Behind Act (NCLB). The hallmark of this landmark legislation was an increase in accountability both for teachers and students, specifically those students at Title I campuses. Under NCLB, all states were required to create state academic standards and implement a state testing system that meets minimum federal

requirements. These standards would, in turn, be used to hold schools and school districts accountable to ensure that all campuses were making adequate yearly progress (NCLB, 2002).

Schools and districts who failed to make progress in the face of these new requirements would now subject to sanctions including the forced transfers of students from failing schools to higher performing ones (Georgia Department of Education, 2018). An example of one of the new tougher requirements of NCLB was the lofty goal that by the year 2014, 100% of the students in America's public schools were required to be meeting or exceeding academic expectations (NCLB, 2002). Also, NCLB mandated that all teachers who were funded using Title I dollars were required to be highly qualified. NCLB also lowered the threshold for schools to implement a schoolwide Title I program from 50%to 40% (Social Welfare History Project, 2016).

ESEA was most recently were authorized on December 10, 2015, and it is now referred to it as Every Student Succeeds Act (ESSA). This law was considered a 180 turn away from the more heavy-handed policies of NCLB. Under ESSA, states and local districts who adopted college and career-ready standards had the freedom to adapt their own assessments, and accountability systems as long as they have systems in place to focus on the lowest performing schools and those with the largest achievement gaps (U.S. Department of Education, 2015).

Today, any school that receives Title I funds is referred to as having a Title I program, but a fundamental distinction can be drawn between those schools where at least 40% of the student body qualifies for free lunch and those where less than 40%

qualify. This distinction is important because the federal government allows those campuses with percentages of students from low-income families of at least 40 % to use Title I funds, along with other dollars to operate a schoolwide program to upgrade the instructional program for the whole school (Title I, Part A Program, 2015).

While schools with less than the 40% of the students identified as low-income must offer targeted assistance model. In this mode the school identifies only those students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards. The schools then work in consultation with parents, staff, and district staff, to design an instructional program to meet the needs of those students (Title I, Part A Program, 2015). McClure (2008) pointed out that by definition, a schoolwide program considers all students eligible for Title I services, and makes the point that campuses are not responsible for tracking the funds to ensure that they reach Title I-eligible children. Some examples of using Title I funds could be to provide students extra instruction in reading and mathematics or to pay for preschool, after-school, and summer programs to extend and reinforce the regular school curriculum (Title I, Part A Program, 2015).

Dynarski and Kainz (2015) reported that currently Title 1 is the largest ESEA expenditure providing just over $14 billion to states to improve student achievement. According to the most current data available from the department of education, during the 2009-10 school year, more than 56,000 public schools across the country used Title I funds to provide some level of academic support to help low-achieving children meet state standards in core academic disciplines. That same year over 21 million children

benefited from Title, and of those students, 3 % were enrolled in preschool, 59 % were in kindergarten through fifth grade, 21 % in grades 6-8, and 17 % in grades 9-12 (U.S. Department of Education, 2015).

IB Programmes and School Reform

An example of an urban school system using the reputation of the IB to attract and retain students has been occurring over the past 20 years in the Chicago Public Schools (CPS). In 1997, CPS announced a plan to establish 13 DP's in low-income, struggling neighborhood high schools throughout the city (Coca, Johnson, & Kelley-Kemple, 2011). The school system was desperate to stem the flow of students to neighboring schools and they were hoping that they would be able to duplicate the success of the IB DP at Lincoln Park High School, a highly selective magnet school within CPS that required students to score in the 90th percentile in reading and math for admission (Coca, Johnson, & Kelley-Kemple, 2011). According to policymakers, CPS saw the IB DP as a way to prevent bright CPS elementary students from attending private high schools in the city or leaving the city to attend suburban public high schools (Coca, Johnson, & Kelley-Kemple, 2011). Gery Chico, former CPS Board of Education President from 1995-2001, believed, "offering parents more options for college prep programs would keep students in the city and the school system" (as cited in Coca, Johnson, & Kelley-Kemple, 2011, p. 4).

CPS plan to use the IB did not stop with high schools, buoyed by the appeal that the diploma programme offered to families, in 2007 CPS moved five schools forward in the candidate process for the PYP (Clay, Leven, Stephenson, & Vivas, 2011). These

schools would be the first in CPS authorized to offer the program, and they would help

lay the foundation for an ambitious vision that by the year by 2020 there will be 86 IB

programmes serving over 32,000 students across CPS (Clay, Leven, Stephenson, Vivas,

2011). Time will tell if CPS can meet its goal of expanding access to IB schools.

Currently, the CPS website boasts that the district is home to the nation's largest IB

network, with 53 IB World School, 22 of which are high schools and 31 elementary and

middle schools, serving more than 15,000 students citywide (CPS, 2018).

The growth of IB within CPS is staggering, especially when you consider that

during the period from 1997 until 2011 no research was conducted about the success of

the initial DP pilot within CPS. When research was finally conducted in 2012, (Coca,

Johnson, & Kelley-Kemple, 2011), it was found that CPS students who graduated with

an IB diploma were more likely to enroll in a four-year college, enroll in a more

selective college, and persist for two years at a four-year college once enrolled. These

results are impressive until you look deeper, and remember the DP within these schools

is not open to all students. Rather, it is competitive and based on a combination of

students' middle school grades, seventh-grade test scores, a writing sample, and a parent-

student interview (Saavedra, 2014). Students in CPS are required to apply for permission

to join the program before their ninth-grade year so that they can be tracked into the

diploma program where their courses start in the beginning of the 11th-grade year

(Saavedra, 2014).

While this admission process benefits the schools, it cast doubt on the scalability

of the research findings because students had to make a choice to participate in the DP

and by doing this it ensures that the students are by higher-achieving. What is even more

interesting about the expansion of the IB within CPS, is that while the district appears to

have gone all in at the secondary level, there remains relatively little traction for the

PYP. According to the district website, as of November 2017, there are only 8 PYP

schools in the entire district, the newest being announced in June of 2017 (CPS, 2017).

The lack of PYP schools illustrates the point that policymakers at CPS were less

concerned about giving students access to the IB curriculum, and more concerned with

using the status of the DP:

> As a way to prevent bright CPS elementary students, specifically those with test
>
> scores that are above average but not high enough to gain admittance to the
>
> highly competitive selective enrollment high schools, from attending high
>
> schools outside of CPS. (Clay, Leven, Stephenson, & Vivas, 2011, P. 3)

International Education vs. Internationally Minded

As the world grows more diverse, more schools will claim to be international, but

there is an important distinction that can be made between international schools and

IB PYP schools in this study. According to Hill (2012), an international school is one

established to offer education to the children of globally mobile parents usually working

for the United Nations, embassies or multinational companies. These international

schools tend to have culturally diverse students and tend to teach with a slant towards a

national program such as an American School. The schools are private, require tuition

and most were founded in the years after the First World War. Hill (2012) cited the

1960's as the beginning of the international school's movement as schools sprang up in

major cities across the globe where parents were sent on assignments for one or more years.

Whereas, internationally minded schools are defined by Hill (2013) as schools that ensure students have an international perspective on events and global issues, and that they can accommodate multiple perspectives, respect cultural and religious differences, learn at least one other language, and be aware of the interdependent nature of the world. This definition of an internationally minded school is almost an exact description of the type of education advocated for by IB in their world schools, where they advocate for, "creating learning communities in which students can increase their understanding of language and culture, which can help them to become more globally engaged" (IBO, 2013, p. 6).

Also, it should be noted that, while there are differences between international schools and international minded schools, the fact remains that both are rooted in a pedagogy which, "favors critical and interdisciplinary thinking, children discovering through experience, developing life-long learning skills, and empathy and respect for humankind" (Hill, 2014, p. 114).

The IB also has deeply held philosophies about both international education and international-mindedness. The evidence can be found in their 2016 publication entitled *Making the PYP Happen: A curriculum framework for international education,* which was written to be an in-depth guide to all aspects of student learning in the context of the Primary Years Programme. In this publication, the IBO (2016) stated,

A driving force behind the PYP is a deeply held philosophy about the nature of education, a philosophy expressed in the statements that follow. Firstly, the mission statement of the IB expresses the IB's overall purpose as an organization promoting and developing programmes of international education. Secondly, the section "International-mindedness: the PYP perspective" sets out our beliefs and values as defined by the outcomes of student learning in PYP schools. The IB defines this learning through a learner profile that encompasses the aims of the curriculum. (IBO, 2016, p. 2)

School Reform

The IB PYP was launched at the same time in 1997 that the school reform movement was beginning to sweep the nation. In the early 1990's an examination of the policy options for students in title I schools indicated that the program was not meeting the intended target and that the program needed to be recalibrated (Staresina, 2004). Specifically, Dynarski and Kainz (2015) have shown that campuses offering schoolwide Title I programs were not producing compelling evidence of positive student achievement and were also not producing in any long term or desirable reforms (Borman, Brown, Hewes, & Overman 2003).

However, several researchers in 1997 indicated that schoolwide improvement programs that had been externally funded through Title I funds appeared to have more positive impacts on academic achievements than other traditional Title I programs or locally developed reforms (Borman, Brown, Hewes, & Overman 2003). Thus, in the hopes of changing the trajectory of students being served in title I programs, the federal

government launched the Comprehensive School Reform Program (CSRP). According to the U.S. Department of Education (2004), the CSR Program was designed to help raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based upon scientifically based research and effective practices. (U.S. Department of Education, 2004).

The CSRP encouraged schools to develop plans that emphasized two main concepts. First, the school reform had to be comprehensive in nature, focused on strengthening all aspects of school operations, including curriculum, instruction, professional development, parental involvement, and school organization. Second, school reform had to involve the use of research-based research models that had evidence of effectiveness in different settings (U.S. Department of Education, 2004).

Campuses that were interested in the CSRP could apply for grants of $50,000 a year for three years and during the initial year of the program in 1998, Congress allocated $145 million to be used by the over 1,800 schools in all 50 states, who were awarded grants as part of the original cohort (U.S. Department of Education, 2010). The amount allocated via the CSRP for Title I schools varied during the years that the program was in existence. During the fiscal year 2002, Congress allocated $310 million, while in 2004 the allocation decreased to $308 million and it declined again to $205 million in 2005. The program awarded no grants in 2006 and instead functioned as a clearinghouse to support comprehensive school reform (U.S. Department of Education, 2010). Between 1998 and 2006, almost 7,000 schools nationwide received awards to implement school reform models (U.S. Department of Education, 2010).

While the idea of providing extra dollars to campuses who were willing to rethink school for the neediest students seems like a way to catalyze education reform, the fact remains that the CSRP cannot be associated with improvements in student achievement or school operations (Orland, 2011). In an analysis of data from the CSRP of 262 initially low-performing schools in the year 2000, scholars were only able to identify 12 that were able to make significant improvements in reading and mathematics performance over a two-year period and then sustain the gains over the third year (Orland 2011). While there were a few schools that were able to achieve modest results, the fact remains that ten years after the CSRP ended there remains no simple formula for successful school improvement.

While not originally intended to be a school reform or improvement tool, over time, the IB and its programmes have come to find themselves lumped in with other programs that are perceived to be models for school improvement. However, research from the CSRP should serve as a cautionary tale to campuses who are seeking to use the IB PYP or any other programme as a model for school reform.

Sustainable Leadership

The passage of The No Child Left Behind Act brought an unprecedented level of accountability in public education. With the accountability came a focus across k-12 on target driven standardization and incentives for schools to adopt reforms for which, "they did not have the capacity individually or organizationally to put them into practice" (Fullan, 2009, p. 103). These reforms pushed aside long-held beliefs about teaching and learning and instead called on teachers and leaders to focus almost solely

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on reading and math scores at the expense of learning across multiple subjects (Dee &Jacob, 2010). According to Davies (2007), the constant churn of shallow reforms has created a new challenge for school leaders, and that is figuring out how to manage the immediate running of the school and the demands that come with it, while at the same time building longer-term capacity, and ensuring success for all students.

The concept of sustainability in education first came to light when Michael Fullan defined it as the "capacity of a system to engage in the complexities of continuous improvement consistent with the deep values of human purpose" (Fullan, 2004, p. 2) While Hargreaves and Fink (2006) moved beyond the simple definition of sustainability, namely can something last and instead expanded the definition to focus on how particular initiatives can be implemented without compromising the development of others in the surrounding environment, now and in the future. Utilizing decades of research from the fields of environmental sustainability, corporate sustainability, education leadership, Hargreaves and Fink (2006) outlined the seven principles of sustainable leadership that create a roadmap to ensure that educational change has a lasting impact on teachers, students, and the campus.

Depth

Hargreaves and Fink (2003) stated that the first principle of sustainable leadership in education is leadership for learning. While Davies (2007) stated, "the importance of deep learning outcomes and not just short-term test outputs is the first underlying principle of sustainable leadership" (p. 12). The type of learning that the researchers are they are advocating for flies in the face of the type of learning that is

mandated in schools and districts across America in 2017. Sustainable learning needs to have depth, and it needs to be slow, critical, thoughtful, penetrative, and ruminative (Hargreaves & Fink 2006). Sustainable learning must also engage people's feelings and connects their lives.

Simply put, sustainable learning must last well beyond the end of the year standardized test. According to Knapp, Coplen, and Talbert (2003), leadership for learning means creating powerful, equitable learning opportunities for students, in which the leaders constantly focus their attention and that of those around them on teaching and learning. Sustainable school leaders must defend deep learning from those who want to focus on things such as benchmark test results. Sustainable leadership puts learning at the forefront of schooling and keeps it there regardless of test scores of the latest fad in education. Davies (2004) found that strategically successful schools are more focused on sustainability and not just on the short-term needs of the campus.

Simply stating that more school leaders need to focus less on test scores and more on authentic student learning is easier said than done. Leaders that are focused on interventions for students based on the results of benchmark exams are not creating conditions for deep learning to take place. Davies (2007) supported the notion that when leaders focus solely on scores, education merely becomes an information transmission system that the recipients replicate in test conditions. Instead, leaders should be focused on the deep need for skills for all students even though students whose data does not indicate that they have a chance to be successful in the short term.

Focusing only on superficial improvements in test scores will not lead to deep and lasting change. Fullan (2005) made the point that by focusing on one or two subjects at a time schools and districts have been able to attain satisfactory results. However, Fullan notes that on their own the results are not sustainable because of the amount of energy and oversight necessary to implement the strategies does not result in deep learning or better engagement for the students. Better learning is only attained through better teaching, and neither of these outcomes is easily attained during one school year, or by the use of test taking strategies. Teachers and students both need time to practice, until what they are learning becomes a habit. Repeated practice is vital because as Cuban (1993) pointed out, some teachers, in an effort to cope with limited resources including time, expertise, and materials, as well as with uncertainty about the goals and means of teaching, develop routines that frequently fail to address the needs of all students.

To meet the needs of the students and ensure that they are successful on standardized assessments, many teachers rely on test taking strategies and rote memorization techniques which only further exacerbate issues. The issues are further compounded when things such as poverty and langue needs become part of the equation. Spillane (2002) pointed out that students from middle and upper classes have access to better resources than poor students and students of color. While in 2013, Kalogrides, Loeb, and Béteille found that lower-achieving students often are taught by less-experienced teachers, as well as by teachers who received their degrees from less-competitive colleges. Thus, Sustainable leadership requires a commitment to ensuring

deep learning for all students and a belief that if you teach and teach well, the students will be successful both on tests and in life.

Length

The second principle of sustainable leadership is that sustainable leadership lasts and secures success over time. Put simply, Sustainable leadership outlives individuals, and it does not disappear or dissipate when leaders leave (Hargreaves & Fink, 2003). In education, leadership change is a fact of life, and usually, the more successful a leader is the less time they will spend at a particular campus before being promoted to a new challenge or the central office. We need to create conditions where strong leaders anticipate fewer rather than more successions and give them ample resources to remain at their campuses. The key to ensuring sustainability is to make a plan that creates, "the positive and coordinated flows of leadership, across many years and numerous people that will secure improvement over time" (Hargreaves & Fink, 2006, p.92). However, the biggest challenge with leadership succession is that it requires a great deal of vulnerable on the part of the leader as they are forced to consider the reality that they might not be as crucial to the success of the school. While the all districts should make a point to keep strong leaders on their campuses, the truth is that the average tenure of a school leader in Texas is under five years (Fuller & Young, 2009).

The challenge of leadership succession becomes larger when the principal has been responsible for initiating a new reform or approach, and their departure is often the first step in a reversal back towards the mean. In general, most successions are poorly planned. They are instead more of a reaction to an event or series of event such as a

promotion, retirement or termination, rather than a thoughtful attempt to create

sustainable improvement that stretches beyond individual leaders (Hargreaves &

Goodson, 2006).

Breadth

The third principle of sustainable leadership is that sustainable leadership must

sustain the leadership of others on the campus, and for this to happen, the power in a

school must be adequately distributed amongst all adults on campus. Put simply;

sustainable leadership is about distribution rather than delegation (Hargreaves & Fink,

2006). When leadership is distributed, teachers feel empowered to take on leadership

roles in the school naturally, and in turn, they help drive student learning and curate the

long-term vision of the school. Šimanskienė and Župerkienė (2014) made the point that

truly sustainable leadership can only be implemented when all parties involved, both the

leaders and the followers, have a desire to improve the organization.

Sustainable leadership goes beyond having teachers buy into the mission and

vision of the campus and instead calls for principals to engage and empower teachers by

creating an environment that values learning and change. According to Spillane (2005),

distributed leadership in a school setting is more about leadership practice rather than a

focus on formal roles, functions, routines, and structures of leadership. Leadership from

a distributed perspective views leadership as a product of the interactions of school

leaders, and the staff followers, within their specific situation. Thus, when discussing

distributed leadership practices, one should focus more on the interactions between the

people and their situation and less on the leader's knowledge.

Sustainable Leadership means creating a culture of innovation and opportunity, in which teachers across grade levels and subject areas propose new ideas and start innovations, even sometimes creating difficulties and pushing boundaries for their school leaders when they feel that the school and students will ultimately benefit (Hargreaves & Fink 2003). For teachers to truly feel empowered to lead, the principal must create an environment where all teachers feel that they have a voice and that they are respected. When the conditions are right, teacher leaders can help carry the burden of responsibility for a schools' success. Silins and Mulford (2002) have shown that student outcomes are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of expertise.

Justice

The fourth principle of sustainable leadership is that it does no harm to and actively improves the surrounding environment. Sustainable leadership and leaders are focused on the common good of all, not just those within the walls of an individual school. The idea that school leaders should be concerned with every student in the district, not just those on their campus has gotten more difficult especially in the era of heightened accountability. Principals now work in a results-based environment where they must compete for the very best teachers and students or face the consequences. As a result, many principles cannibalize neighboring schools in search of talent and as a result, leave many of their partner campuses struggling to fill a talent gap.

According to Hargreaves and Fink (2006), the hardest part about sustainable leadership is that it provokes leaders to think beyond their schools and themselves.

Sustainable leaders should be actively thinking about ways to share knowledge and resources with neighboring schools and the local community. School leaders cannot be self-serving, or only aiming to achieve greatness for their schools. Otherwise, the leadership is unsustainable, and it will not survive past the departure of the principal.

Diversity

The fifth principle of sustainable leadership is that it promotes cohesive diversity (Hargreaves & Fink, 2003). Sustainable leadership is rooted in the idea that strong and healthy, leaders must, "avoid standardization of policy, curriculum, assessment, and staff development and training in teaching and learning" (Hargreaves & Fink, 2003, p. 159). According to Hargreaves and Fink, "A hyper-rational, highly standardized approach to change that seeks efficiency above all else is the enemy of healthy and creative diversity. It produces overly simple systems that are too specialized or standardized to allow the learning this is necessary" (Hargreaves & Fink, 2003, p. 694). While McNeil (2002) believed that, "standardization reduces the quality and quantity of what is taught and learned in schools" (p.3)

Instead, sustainable leadership should push for less rather than more testing, greater curriculum flexibility, and creativity, explicit acknowledgment of and engagement with the knowledge and learning needs of culturally diverse communities, personalized learning rather than scripted instruction (Hargreaves & Fink, 2003). No two schools are alike, and embracing diversity allows for schools to flourish by leaning on the diverse knowledge and experience base of its teaching staff. Hargreaves (2007) makes the statement that strong organizations embrace and promote diversity. Title I

schools are constantly and changing because their students and staff come with a diverse array of experiences and instead of relying on a standard written curriculum, sustainable leadership requires that campus leaders embrace the diversity that principals, teachers, and students all bring to their individual education experiences (Mitchell & Sackney 2009).

Resourcefulness

The sixth principle of sustainable leadership is that it develops and does not deplete resources human capital (Hargreaves & Fink, 2003). Sustainable leadership uses resources and support at a rate that can match the pace of change and the capacity of those in the system, and it does allow new initiatives to deplete system-wide resources (Hargreaves and Fink 2003). Sustainable leadership policies do not spend resources on computer hardware when there is not money in the budget to support the program in the long term (Hargreaves & Fink 2003).

Sustainable leadership recognizes that for leaders to be effective, they must look after themselves and the people around them. Davies makes the point that human capital might be the most significant resource that leaders have access to (Davies, 2004). This is particularly true in education where is pressure for the central office, school board, state, and national governments to improve and maintain test scores. Leaders have a responsibility to protect both themselves and their teachers from external pressures which do not benefit children.

Instead, according to Hargreaves and Fink (2003) sustainable leadership requires leaders to Infuse additional resources and extra energy into their campus or system in

three ways. First, leaders should remove externally imposed targets and replace them with internally agreed-on targets for improvement. Second, leaders should slow down the pace and scope of school reforms and accept that change takes time and that there is only so much that can be done in a school year. Finally, leaders should seek to rebuild trust and confidence on their campuses, and they must also understand that Teachers gain confidence from seeing their students succeed, leaders need to help to create the conditions for those successes to be possible (Hargreaves & Fink, 2006).

Conservation

The seventh element of sustainable leadership is that it honors and learns from the best of the past to create an even better future for all stakeholders (Hargreaves & Fink 2003). One of the biggest challenges facing school leaders today is determining what they need to preserve from the past, and what they need to let go. However, preserving or even learning from the past seems to have no place in the current education landscape where reform efforts and explanations are based on snapshot views of change that do not exceed a span of more than 4 or 5 years (Hargreaves & Goodson, 2006).

Abrahamson, (2000) made the point that only in remembering the past can leaders avoid making the same old mistakes and take advantage of valuable opportunities. Sustainable leadership requires leaders not to focus on the past, but instead to carefully reflect on the strengths and weakness of the history of a school and then move forward with a plan to embrace the success and build on the failures. (Hargreaves & Fink, 2006). After reflection leaders can move forward with an eye on what has worked and what has not worked for the campus. This type of reflection is

important, because, "when educational change has only a present or future tense it becomes the antithesis of sustainability" (Hargreaves, 2003, p. 9).

School Leadership Within a PYP Setting

Leithwood et al., (2011) made the point that the best curriculum for all students is the same deep curriculum typically experienced by relatively advantaged students. This is a curriculum that is focused on the development of basic skills, to help students gain a better understanding of big concepts, not merely to help them demonstrate mastery of standards on a test. While Datnow, Borman, and Stringfield (2000) found that a content-rich, sequenced curriculum much like that of the IB PYP has potentially positive effects for elementary schools. The challenge that school leaders face today is that the type of rich curriculum that you would find within the context a of PYP school is almost directly opposite the type of standardized curriculum that dominates today's educational landscape. This standardization is the enemy of innovation and sustainability and is hurting schools across the globe. (Hargreaves & Fink, 2003,)

The prime responsibility of all school leaders is to ensure that the learning that is taking place in classrooms engages students intellectually, socially and emotionally (Hargreaves & Fink, 2004) Current research indicates that the principal's instructional leadership has the strongest effects on elementary school teachers' instructional practices especially in racially diverse schools (Linkwood et al., 2011). While further research has shown a strong link between strong school leadership and student achievement. A 2004 study, entitled How Leadership Influences Student Learning, made the case that school leadership was the second most important school-based factor in children's academic

achievement and pointed out that there were few cases of troubled schools turning around without effective leaders (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Additionally, in a 2010 survey of school and district administrators, policy advisers, and other stakeholders across education. Principal leadership was ranked second, only to teacher quality when asked to rank 21 education issues in order of importance, which included special education and English language learning to school violence and reducing the dropout rate (Simkin, Charner, & Suss, 2010).

The IB has shared similar thoughts about the role of leadership in the context of a PYP school. In their 2009 publication, Making the PYP happen: Pedagogical leadership in a PYP school, the IB made the point that improvements and changes, in the classroom only happen within the context of overall school improvement. Therefore, the success and sustainability of the implementation of the PYP depend on the support, and the understanding and practical involvement of the school's leadership team (IBO, 2009).

The IB states that the school principal has responsibility for, "daily management of the school, including pedagogical leadership, executive decision-making and budgeting" (IBO, 2009, p. 3). However, the IB also recognizes that across the globe schools can be organized differently. Therefore, they require that each IB World school, "must have a PYP coordinator. This person will act as pedagogical leader of the programme" (IBO, 2016, p. 8). The PYP coordinator has is to ensure that the standards for implementation are understood and followed and that the PYP is planned, taught and assessed collaboratively (IBO 2009). The notion of shared or distributed leadership is vital in a PYP school because the coordinator, and not the principal, is on the front lines

of ensuring that the individual program is developed and implemented across the whole school. (IBO, 2009)

To improve schools beyond temporary gains in achievement scores, school leaders need to create lasting, meaningful improvement in learning for all students (Hargreaves & Fink, 2006). This improvement must be sustainable if it is truly going to foster learning and endure over time. Within the context of a PYP school, this principle of sustainable leadership could best be demonstrated by school leaders who continue to persevere with the program even when it does not demonstrate immediate results on standardized assessment.

According to Hargreaves and Fink, (2003), the way that school leaders can sustain change and leave a legacy like the PYP is to ensure that the responsibility for the programme is developed alongside of and shared with others. For the PYP to be sustainable, it must outlive not just the initiating principal, but every principal and teacher that comes after. The best way for leaders to ensure that there is sustainability for a program is to plan for leadership succession. However, Hargreaves and Fink point out that leadership succession is, "one of the most neglected aspects of leadership practice in our schools" (Hargreaves & Fink, 2003, p. 699). While the IB believes that, "effective leadership on a PYP campus sustains the implementation and ongoing development of the programme in the long term, often through periods of substantial staff turnover "(IB 2009, p. 2). Hargreaves and Fink agree with the IBO that the best way to guarantee success over an extended period is for leaders to engage in distributed leadership. This does not mean that principals should turn the responsibility of the programme over to the

IB coordinator or teachers, rather it means empowering people on all levels of the school community to feel some ownership of the programme, so that when the inevitable change in leadership occurs the programme survives.

The IB requires that all students have access to and participate in PYP if it is offered on their campus, as a matter of principle. While Hargreaves and Fink (2003) made the case that sustainable leadership cannot exist without with socially just leadership and as such must ensure that new programmes or initiatives benefit all students not just the gifted, wealthy or the native English speakers. Sustainable leadership requires that school leaders are mindful of the effect that their actions have both in the neighborhoods they serve and in the district.

In the current era of high-stakes testing and shrinking budgets, politics and the preoccupation with standardization, and measurement have left many leaders with a lack of imagination and creativity when it comes to school districts approaches to change (Fink & Stoll, 2005). Rather than taking time to attract, retain and train up good principals. Many district leaders simply move good principals around hoping that they will be able to replicate past success, without recognizing the context within which the past success occurred. Additionally, most leaders often impose impossible timelines for school turnaround and throw money into an initiative which has worked in other places, only to cancel the initiative after not seeing immediate results. The PYP will only succeed in a school if there is sustainable leadership and for this to occur leaders must invest in building capacity for continuous improvement across the campus. An example of this would be paid for teacher professional development while understanding that the

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short-term cost of the would be mitigated by the new skill set the teacher would come away with (Hargreaves & Fink 2003).

Sustainable leadership cannot be accomplished via a one size fits all approach to teaching and learning. Within a PYP school, sustainable leadership must be committed to promoting the learning of each student in its community. While at the same time recognizing that the constructivist approach that is advocated for student learning, can and should also be applied to leaders in a PYP campus (IBO, 2009). All school leaders should be promoting and perpetuating diverse approaches to attaining knowledge, rather than standardized lessons for teaching and learning (Hargreaves & Fink 2004).

The biggest challenge with sustainable leadership is the fact that the work cannot occur without any real support from district leadership. Yet, the type of teaching and learning that is advocated for both within the PYP and by leaders who are modeling sustainable leadership is at odds with the current education policy that is designed to have students reach for higher and ever-changing standards. The simple fact is that today's educational system is not designed to support and foster excellence in every student. Mitchell and Sackney, (2009) wrote that, "building sustainable educational systems will be difficult, but it is possible" (p. 12). While, Hargreaves & Fink (2004) believe that especially when the system is unhelpful, sustainable leadership must have an activist dimension and must begin to influence the environment. In this case, school leaders must embrace the IB learner profile and become risk-takers who are not afraid to advocate for their students within their district and their community.

Summary

The IB PYP is an educational framework that was developed for students ages 3-

12, and it was designed to prepare students to become active participants in their learning while at the same time, engaging with the world around them. The IB PYP "focuses on the development of the whole child as an inquirer, both within and beyond the classroom" (IBO, 2016, para. 1). The PYP is best implemented in a campus where the school leader understands and accept that the primary task of the school community is to enhance the learning of all students, and that "sustainable pedagogical leadership is the goal" (IBO, 2009. p. 3).

I found in the critique of literature that the type of education offered at IB PYP World Schools is counter to the current test obsessed culture that is mandated in classrooms across the country. The type of education that is called for in IB World Schools cannot be just another in a series of poorly executed reforms, rather the type of education that will benefit all students on the campus, and last for years, requires that leaders address their basic sustainability (Hargreaves & Fink, 2006). In this era of budget deficits and heightened accountability, sustainability of must to be addressed as the IB continues to add new Title I schools year after year, each of which are being asked to spend upwards of $25,000 a year to become, and then maintain their status as an IB World School (IBO, 2015). Even though there is inadequate research about principals' leadership practices and their possible effect on PYP implementation.

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CHAPTER III

METHODS

Introduction

The purpose of this case study was to examine the relationship between sustainable leadership practices and PYP implementation on six urban elementary school campuses. Specifically, in this chapter, I provide an overview of the research methods, describe the participant selection process, methods used to collect and analyze data, and the methods for ensuring validity and reliability in this study

Research Design

Through a case study design, which Yin (2009) described as an in-depth empirical inquiry that investigates a contemporary phenomenon and relies on multiple sources of evidence to guide data collection and analysis. I will (a) explore how campus leadership affects schools IB PYP implementation, and (b) examine if sustainable leadership practices contribute to staff perceptions of a more effective IB programme? Yin (2009) stated that a case study is the most relevant research method when the researcher is seeking to answer a "How" or "Why" question about a contemporary event over which the investigator has little or no control. After reviewing the parameters established by Yin (2009), I believe that a case study is the most appropriate research method because I am exploring how sustainable leadership practices impacts IB PYP implementation in an urban setting, which is something that I as the investigator have no control.

Context

This study was conducted in an urban public-school district located in the southwestern United States and serves students in pre-kindergarten through 12th grade. The district had an enrollment of 215,000 during the 2017-2018 school year. 62.1% of the students enrolled identified as Hispanic, 24.5% as African American, 8.4% as White and 3.7% as Asian. This district served a student population wherein 75.5% are identified as economically disadvantaged. During the 2016-2017 school year, 90% of campuses met standard according to the state accountability system.

This district was selected for two reasons. First, the district has a large concentration of schools that are authorized to offer all the IB programmes and those schools generally fall into two separate and distinct groups, those that have large percentages of students who qualify for free lunch or those that have almost zero % of students who qualify. This is important because this case study examined sustainable leadership practices and IB PYP implementation in an urban setting and research indicates that schools located in these settings can have very diverse populations. Thus, I wanted to ensure that the setting for the study reflects those campuses which serve students that come from a variety of socioeconomic, racial, and ethnic groups. Secondly, access to schools and school leaders was also a factor as this district is near the researcher.

The IB has stringent requirements for those schools who are authorized to offer the program, including: (a) schools must comply with all rules for IB World Schools; (b) school leaders must appoint a PYP coordinator to lead the programme and communicate

with the IB; (c) commit to the mandatory professional development of PYP teachers; and (d) ensure that the student experience is continuous, with students moving from one programme to the next without any gap, in cases where a school chooses to offer other IB programmes consecutively with the PYP (IBO, 2017). Schools who are authorized to offer the IB PYP are assumed to have developed the skills, structures, and values necessary to offer the PYP and be called an IB World School.

Participants

Using purposive sampling, I selected six schools, all of which are authorized to implement the IB PYP, to meet the criteria for the component of this study. Purposive sampling is defined as selecting a sample based on the knowledge of the group to be sampled and includes clear criteria for inclusion (Irby & Lunenburg 2007). In this case, the schools were selected because they offer the PYP, receive Title I funds, and are in the same large urban district. According to the IBO, in order to offer the IB PYP, "schools must complete an authorization process. Once they have been authorized, they are known as IB World Schools" (IBO, 2017, para. 1?).

To gain an understanding of the impact of sustainable leadership practices in different school settings, I selected schools with diverse student populations. The schools ranged in population from 500-1000 students each, and supported multiple student groups including English language learners, gifted and talented and special education. All the schools have been authorized to offer the IB PYP for at least three years, and they all have been provided with access to the same amount of support from the school

district.

Instrumentation

In a qualitative case study, the researcher is the primary instrument for data collection and analysis; therefore, skillful interviewing is essential for the researcher (Stillisano et al., 2011). The interview questions that I created were developed to address the questions that are guiding this study and were based recommendations for school leaders that were put forth by Hargreaves and Fink (2006, p. 269) and similar questions that were used in other case studies most notably Stillisano et al. (2011) from their case study of IB programmes in Texas. Included in Appendix A is the IB PYP Campus Administrator Questionnaire. I validated the questions by sharing them with other IB PYP principals, who work in the same district, but who do not receive Title I funding. I asked the principals to review the questions to determine if they are appropriate based on their experiences as principals of PYP schools in an urban setting, and I adapted the questions as necessary. I provided clear directions to the principals before the start of the interview that they should answer the questions based on their own experiences serving as a principal of an IB PYP campus.

Data Collection

In 2007, Creswell wrote that, "data collection in case study research is typically extensive, drawing on multiple sources of information, such as observations, interviews, documents, and audiovisual materials" (Creswell, 2007, p. 75). In this case, I used multiple data collection methods including interviews, document analysis, and

quantitative analysis. Before beginning my research, I sought approval from the IRB of the large urban district. Once I was permitted to conduct my research, I worked directly with the campus principals and coordinators to schedule a time to conduct my interviews. Before meeting with the campus principals, and IB coordinators, I emailed them a copy of the questions that they were going to be asked during the interview to ensure that they were comfortable moving forward in the process.

For this study, I interviewed principals and IB coordinators using a semi-structured interview protocol. According to Harrell and Bradley (2009, p. 27), "in semi-structured interviewing, a guide is used, with questions and topics that must be covered." In my study, the questionnaire that I created served as my interview guide because it contained the questions that were answered by the participants during our conversation. Additionally, using a semi-structured interview protocol allowed the researcher the flexibility to ask follow-up questions that arose from the participant's responses to my questions. All the information from the interviews was be recorded and then transcribed. To ensure the confidentiality of the participants, neither the principals nor the IB coordinators were be identified by their real names. Instead, each was provided with a pseudonym to protect them and their campus.

I used two sources to collect the quantitative data to provide descriptive information about the campuses and to ensure that they meet the guidelines for participation in this study. The campus demographic data was obtained from the Texas Education Agency (TEA) public web page, this database has historical data on every public school in the State of Texas, including campus enrollment, ethnicity, free/reduced

lunch price eligibility, participation and achievement on the STAAR, information on gifted students, ESL and special education populations. While data regarding the campuses IB status was found on the IBO website on the page labeled "Find an IB World School" (IBO, 2017).

Data Analysis

Hays and Singh (2012) described thematic analysis as, "a narrative data analysis technique whereby the researcher identifies central themes in research." (p.358) In this study, I used the six-step framework for thematic analysis created Braun and Clarke (2006) which according to Maguire and Delahuny (2017) offers a "clear and useable framework" (Maguire & Delahuny, 2017, p.3353). The six steps are as follows: (a.) become familiar with the data, (b.) generate initial codes, (c.) search for themes, (d.) review themes, and (e.) define themes, and (f) write up the data. (Braun & Clarke, 2006)

The first step is to become familiar with the data and to do so I transcribed all the interviews from the participants myself. This allowed me to have a better understanding of the data than if I had someone else do the transcription for me. Once the interviews were transcribed, I read each of them several times and made my initial notes.

The next step of the process according to Maguire and Delahuny (2017) was to generate the initial codes from the research, which I broke down into segments related to each of the four research questions in this study. Since the research was being conducted around a relatively new topic, namely the relationship between sustainable leadership practices and IB PYP implementation at Title I schools, I created and modified the codes as I worked through the process of data analysis.

Steps three of the process was to examine the codes and identify themes in the data. Maguire and Delahuny (2017) define themes as, "a pattern that captures something significant or interesting about your research question." (Maguire & Delahuny, 2017, p.3356) The fourth step in the process was to review the initial themes that were developed and modify them by determining if the data collected supported the theme, or if it would better support a new or different theme.

Step five of the process was about trying to understand and identify, "what each of the themes is saying." (Maguire & Delahuny, 2017, p.33511) The last step in the process was the creation of the final research study which presented the results of my data analysis and the answers to my four research questions.

Validity and Reliability

I ensured the reliability of the data in several ways. First, prior to the conversations with the principals and coordinators, I sent them a copy of the questionnaire to allow them time to prepare thoughtful responses to the questions. In addition to sharing the questions with the participants, the researcher utilize member checks both during the interview process and after all the data was collected (Merriam 1988). Member checking or testing the study data with participants is according to Guba (1981), "the single most important action inquirers can take" (Guba, 1981, p. 85). I asked each of the principals and IB coordinators to review my data and make any changes that were necessary to ensure that my interpretations were correct based on the information that was shared with me.

Additionally, Markle, West, and Rich (2011) believed that using modern technology can lead to improved trustworthiness of research data. Therefore, I used an audio recorder to capture the participant's exact thoughts during the interviews. According to Markle et al. (2011), the benefit of using recorded audio is increased authenticity. I also adhered to the recommendations that were put forth by Hays and Singh (2012), concerning data management by completing reflective journal entry after each interview. While taking a cue from Fielding (2000) who wrote, "contemporary researchers should design their research with archiving their data in mind from the outset" (2000, p. 103)

Summary

In this chapter, I outlined the steps that were used to conduct this case study research. According to Flyvbjerg (2006), the use of a case study can, "contribute to the cumulative development of knowledge" (2006, p. 24). In my study, by interpreting and analyzing the data, I am able to (a) understand how sustainable leadership practices impact IB PYP World Schools in urban settings; (b) and add to the body of research related to school leadership practice in IB PYP World Schools in urban settings. The methods in this study produced findings that are valid, reliable, and protected from any researcher bias.

CHAPTER IV

CASE STUDY CAMPUS A

Introduction

Campus A serves approximately 609 culturally and economically diverse students in Pre-kindergarten through eighth grade. Based on 2017 TEA School Demographic data, Campus A has a student composition that is 27% Caucasian, 21% Asian, 39% Hispanic, 10% are African American, and 3% multi-racial. Of the total school population, 63% of students are economically disadvantaged, 77% are at risk, and 27% are English Language Learners. Approximately 24% of the students have been identified as gifted and talented, and 6% of the students receive special education services (TEA, 2017).

Campus A is a school-wide Title I campus because over 40% of the students are economically disadvantaged (TEA, 2017). The instructional programs serve students in general, ESL, gifted and talented and special education classes. Campus A is classified as a neighborhood school and does not have any programs that allow it to compete for students. Campus A became an IB World school in 2015 and the principal that began the IB authorization process is still at the school as of April 2018 (IBO, 2018). According to TEA (2018), Campus A was rated as a B campus under the state's new A-F accountability system

Principal A began their career as an administrator in 1991 and has spent the last 13 years as principal of Campus A. Principal A has served in a variety of campus leadership roles from assistant principal to dean. Before beginning the IB program at the

campus, Principal A had no experience with the program.

Coordinator A began their career as a classroom teacher 12 years ago and had only ever worked in Title I schools. Coordinator A spent time as a classroom teacher on Campus A, and in the summer of 2018, they were promoted to a dual role of IB coordinator and reading specialists. Before working at the campus, the coordinator had no experience with the program.

The participants were asked to share any information they had about the rationale behind the decision for the campus to become an IB PYP World School. Principal A had the unique experience of being the principal that initiated the process for the campus becoming an IB PYP World School and shared that the decision was in response to changes in the way the district supported schools.

> Seeing where the district was going and how schools were going to be funded in the future, I had to look real hard and said okay what direction is the district's going to keep schools of choice. The schools are going to have to have what I call it a ticket item or something that we can really hang our hat on. (Principal A, personal communication, October 23, 2018)

Coordinator A shared a similar view of the reasons that the school pursued the program, "when I started working here, it appeared that IB was a way to continue to protect ourselves like another layer of protection from the district" (Coordinator A, personal communication, November 9, 2018). Principal A and Coordinator A also shared that initially many of the stakeholder groups on the campus were not in favor of the program.

I got a lot of pushback because they were saying, principal, you are already

constructivists you already do IB basically which we did not, but you are really

doing constructivist point of view in education why do you need a title? At that

time, I did not have any money, so I was asking the PTO to fund $9000 to

become a candidate school, and so they are going why do we need to spend the

money. I believed the district is going to take care of schools that are IB and can

get this done. So I convinced everybody, and we went along with becoming a

candidate school. (Principal A, personal communication, October 23, 2018)

Coordinator A was a teacher during the initial stages of candidacy and made the

point that "teachers were not for it at the beginning they thought it was one more thing

that we are going to have to do" (Coordinator A, personal communication, November 9,

2018).

Research Question One

The IB defines leadership as, "the effective management of resources, people,

time, and money to ensure the enhancement of the teaching and learning in order to

address the overarching mission of the school" (IBO, 2009, p. 1). Therefore, my initial

research question, was how do campus leadership practices affect IB PYP

implementation in urban elementary schools? Participants were asked questions about

their leadership practices and how they support the ongoing implementation of the IB

PYP at their campus. Participants were initially asked to share what they see as the

advantages of the IB program for their campus and students.

The PYP is a curriculum framework, so it allows you to take the TEKS and look

at them through not a single, through a different lens so that lens is looking with

the transdisciplinary themes looking to make sure that kids are tying into a bigger

picture like. I truly believe it when kids make connections to what they are

learning it is going to be part of them. (Principal A, personal communication,

October 23, 2018)

Coordinator A also described similar benefits that the program has had on the

students during their time on the campus.

The connection to other people, other cultures, I think that they are able to learn

about things that other schools are not… Kids are being given the opportunity to

find out more about the world in a way that they'd typically would not. Their

voices are heard they get choice, a lot of choice, in what they learn and how they

learn it and yeah I think it is opening up to learn about things that they normally

would especially our low-income kids. (Coordinator A, personal communication,

November 9, 2018)

In addition to the benefits of the IB PYP, the participants were asked to share

what they perceived as challenges associated with the program and Principal and

Coordinator A both pointed to the struggle of ensuring that you cover the required

curriculum while at the same time adhering to the tenants of the program.

Having everyone understand that IB is a framework and that we want honor IB,

but also, we are here about accountability and that the TEKS have to be covered

and the hardest thing is spending time in PD, and the teachers have to work twice

as hard. I think there are lots of resources out there to look out what it means to be constructivist so how kids think and looking at concepts teaching through concepts, teaching through big ideas and not worrying. I mean there are days that we have to teach skills yes, skills are through the IB. (Principal A, personal communication, October 23, 2018)

While Coordinator A added:

Probably one of our biggest stressors in implementing the IB framework is we struggle with the standards quite honestly. The TEKS are what have been the hardest because having to ensure that certain things are taught in a certain year, but then that is also addressed again later for the test for the star test that has been very difficult in trying to make it transdisciplinary, and as far as the blocks of time it does make it difficult. (Coordinator A, personal communication, November 9, 2018)

Asked if there was pressure from the school district to keep and maintain high test scores regardless of the impact on the program, Principal A had the perspective that there was minimal pressure because the school had always been high-performing, but that they were careful not to mention the state test until March. This response was validated by what Coordinator A shared with regards to pressure to have students perform well on state assessments.

I do not feel pressure in the way that I did at my past school. In my first school I was at, I actually was taken out of the testing grade levels because I was becoming physically ill. When I came here, it was not like that, and I do not

know though if it is because the principal protects us from it or if it just because they leave us alone because we are IB and we have always been a high performing school. The pressure is there, and the stress is there to have the kids do well for the kids' sake. (Coordinator A, personal communication, November 9, 2018)

Participants were then asked to describe how they approach supporting professional learning communities (PLC's) on the campus, and Principal A shared that they have weekly PLC meetings with the teachers and those meetings usually last for about an hour. Coordinators A added that the PLC meetings were being reconfigured this year to help meet the teacher's needs.

I would say that our PLC is not currently a true plc, it was taking the name, and so we are trying to revamp it to where the teachers have more of a voice in what is happening, in what is being talked about, and how it happens in our PLC'S. So that it becomes more about well what does this look like in your classroom, or I am having this problem with teaching this, how can I change it again, now let's look at our data with the kids what did notice. Now let's look at our next step for those kids that aced it, and what can our steps be for those kids that need more work with it with whatever this skill was I do wish that there was more IB weaved into it, but there are just so many things. (Coordinator A, personal communication, November 9, 2018)

Asked to discuss their approach to professional development on the campus both Principal A and Coordinator A shared that they work to ensure that teachers have the

chance to get the support they need to implement IB. "We encourage teachers to go to professional development whenever they can, and if we find opportunities that we think might be beneficial for them, then we will send it to them and say hey are you interested" (Coordinator A, personal communication, November 9, 2018).

When discussing professional development, both Principal A and Coordinator A expressed concern that professional development on an IB PYP campus is challenging.

> Making sure you have time for professional development is really hard on teachers especially new teachers. Seeing somebody new the amount of support that you have to give and to have a new teacher come in to show all the ins and outs of IB it is a big job. It is so much easier to say here is the curriculum on the district website or whatever you want to do. Follow your 25 days plan, here is what you need to do you know kind of like an easy road map. When you talk about IB, you can burn teachers out very quickly. (Principal A, personal communication, October 23, 2018)

Asked if they felt the IB PYP had an impact on the teacher turnover rate Principal A shared.

> I believe so I mean if it is a big picture, teachers plan together, they work together I have great teachers, and they spend a lot of time mostly every planning period they are planning together to make sure that they have the IB and everything covered. But yeah there is a burn out there. (Principal A, personal communication, October 23, 2018)

Coordinator A shared a similar perspective about teacher burn out on campuses who are offering the IB PYP.

First-year teachers seem to be so open-minded to everything and are willing to come in and try whatever, which is awesome, but it is also an added stressor to their first year of teaching. We end up having teachers that are just burnt out within the first couple years rather than evening making it to year 5 to reach that initial burnout. (Coordinator A, personal communication, November 9, 2018)

The feedback gathered from the interviews indicates Principal A is a capable leader who understands the IB PYP and how it impacts their campus. They are committed to offering a strong IB program for their students and are effectively utilizing their resources to ensure that they provide an inquiry-based transdisciplinary education to their students.

Research Question Two

Hargreaves and Fink (2003) stated that there are seven principles of sustainable leadership and that the principles can be enriched by leaders as they construct meaning to embrace their own implicit knowledge and experiences, of leadership and change. The seven principles that guide sustainable leadership are: (a) creating and preserving sustaining learning; (b) securing success over time; (c) sustaining the leadership of others; (d) addressing issues of social justice; (e) developing rather than depleting human and material resources; (f) developing environmental diversity and capacity; and (g) undertaking activist engagement with the environment. (Hargreaves & Fink, 2003)

Depth. Hargreaves and Fink (2006) point out that sustainable learning needs to

go deep and that it is a slower, more thoughtful process that does not align with the current education system that relies on assessment and accountability. Participant's responses were analyzed to see if they were building and fostering conditions on their campus that would contribute to a depth of learning. The Leadership of Campus A was in agreement that learning is more important than achievement, with Principal A making the case.

> Okay so I care more about a child learning how to care for each other, so it is all about learning and growing that is what counts the achievement you are in school for 12 years, and you have the rest of your life. We are not failures in second grade; we are not failures in third grade. We got to teach kids the right way meaning they learn. Achievement can wait; we all we can achieve different things at different times. (Principal A, personal communication, October 23, 2018)

The sentiment was echoed in the response that Coordinator A provided when discussing student learning versus achievement.

> The learning, because through the learning you end up with achievement typically. I also think it is the process is more important than product, and I think they go hand in hand. When you are learning, typically there is a struggle there, and through that struggle, you become more, you become better, you learn to continue to persevere, to problem solve all of those lifelong skills that you need come in that learning. (Coordinator A, personal communication, November 9, 2018)

The data provided in the interviews indicated that Principal A's leadership behaviors were creating conditions that contributed to a depth of learning. Principal A believes that student learning is more important than student test scores, and they are working to create a campus environment where students are not labeled as success or failures based on the outcome of standardized assessments. Principal A recognizes that learning takes time and that not all students will demonstrate mastery at the same time.

Length. Sustaining leadership requires that leaders are ready for a change in leadership to occur. Hargreaves and Fink make the point, "taking responsibility for leadership succession is essential to ensure that improvement efforts endure overtime" (Hargreaves & Fink, 2006, p. 56). Participants were asked to respond to a series of questions designed to see if they were putting systems in place to help the program survive the inevitability of a leadership change. I asked Principal A to discuss what would happen to the program if they were to leave the campus for any reason. "I think it would be sustainable. I mean it is sustainable because the teachers want it, the community wants it, and I have a leadership team that would support" (Principal A, personal communication, October 23, 2018).

Principal A shared that they did not have a formalized succession plan that had been shared with anyone at the district, but they were hopeful that they would be allowed some input into the decision of who ultimately replaced them as leader of the school. Principal A also shared that the campus does not have an AP and that there was not anyone currently on the campus that could step into the role of principal should they leave for whatever reason.

When asked what would happen if the coordinator left, Principal A shared that they just hired a new coordinator this past year and should that happen again they have teachers on the campus that could step into the role. (Principal A, personal communication, October 23, 2018). Coordinator A was also asked the same questions and shared a similar response as to what would happen to the program if the principal left.

I think it would depend on the attitude of the person coming in because some teachers would say finally yes let's stop. And on the flipside, there is a lot of teachers that would say no this has been tremendous for our kids. I think the heart of IB would continue in our school. (Coordinator A, personal communication, November 9, 2018)

Coordinator A had a different response compared to the principal when asked what would happen to the program if they were to leave.

I worry about that because I do not know, I do not know who would take my position, to be honest. We have teachers that are very passionate about it but that do not feel like they are ready yet in their careers. There is another teacher that is very knowledgeable and has worked with IB schools for many years, but I would worry about how she would hurt her relationship with the teachers and what would happen to the program so I do not know to be honest you would take my position. (Coordinator A, personal communication, November 9, 2018)

The data provided in the interviews indicated that Principal A was not taking responsibility for their inevitable leadership succession and was not trying to minimize

the impact to the IB PYP and the campus. Principal A has not been proactive in identifying who would step into their role and as a result, the IB PYP could suffer depending on who is asked to lead the campus.

      Breadth. Sustaining a program like the IB PYP requires leadership to be shared across the campus and include multiple stakeholders, such as the principal, coordinators, teachers, parents, and students (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions to designed to see if the leadership, ownership, and responsibility of the IB PYP was being shared across multiple stakeholders, or if it was kept in the hands of the principal and coordinator. Principal A was asked who they thought owned the IB PYP at the campus, "who owns it, the teachers that have experience in IB, so any teacher that's been here two or more years and in my eyes the IB coordinator, the leadership team" (Principal A, personal communication, October 23, 2018).

      The response of Principal A was supported by the response of Coordinator A who confirmed that the leadership of the program extends beyond the leadership team.

      I think some teachers would say that the kids do. I think that some of the teachers would say that they think just some of the teachers do and I think some teachers would say that the community does that like our whole school…I think that it is the teachers, I think that leadership, I think parents could have more of a voice in it. I also feel like we are at the point in our learning and our time with IB that teachers are starting to relinquish control and letting the kids take the ownership

and letting the kid's kind of start leading more than what they were doing.

(Coordinator A, personal communication, November 9, 2018)

The leadership of Campus A felt that the ownership of the program was shared amongst multiple stakeholders. Participants were then asked who they felt had been the driver of the IB program at their campus. Principal A made the point that as a leader they have to be front and center promoting the program, but the driver of the program is the coordinator.

It is the coordinator, I mean do not get me wrong, I as the principal have to stand behind it 100%. I have to be knowledgeable but am I in the classrooms showing teachers exactly what to do, Nah I got too much other stuff to do. I mean it is a big thing so... I mean it is a big thing so you if you are looking at that research the key person is who has to own it is the coordinator and if they cannot get teams of people together to really believe in IB it is not going to work. (Principal A, personal communication, October 23, 2018)

Coordinator A responded that they along with a few teachers were the drivers of the program but that they need a leader who would set the tone.

The principal has the expectation that you teach it, it is not a choice this is our school this is what we believe in, and if you are not on board, then we can help you find somewhere else that is a better fit for you. (Coordinator A, personal communication, November 9, 2018)

The leadership was then asked how they support teacher professional growth. Specifically, I was interested to learn if this was a process they farmed out to consultants

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or did they try and grow leaders on their campus by allowing teachers to lead professional development for their peers. Principal A shared that the campus received some consulting via a partnership with a local arts organization and that the school was a part of a grant that allowed a local non-profit to support literacy efforts on the campus. Principal A described how teachers were given a chance to lead and grow on the campus.

> Teachers are given opportunities to lead professional development during early dismissal, and in fact, we are talking about doing that during our Thursday PLC's to bring up interest and to get them going, In fact, I just had two come back from San Francisco, and they did an IB workshop out there on the learner profile. I have a new teacher meeting every other week, so I have seven new teachers this year so they will come in and do the learner profiles for them and then we will branch that out to the other teachers. (Principal A, personal communication, October 23, 2018)

Coordinator A corroborated the response that Principal A provided about teachers getting the chance to lead PD for their peers.

> The principal does encourage people to grow and continue learning for themselves and then once they go the expectation is that they come back and present to the staff and then share what they learned. (Coordinator A, personal communication, November 9, 2018)

The data provided in the interview indicated that Principal A was creating a sense of shared ownership of the IB PYP on their campus. Principal A and Coordinator A

agreed that multiple stakeholders at the campus level were invested in the long-term success of the program and that the principal used distributed leadership to support the IB PYP. Also, both participants described how the campus is structured to allow opportunities for teacher leaders on the campus to lead professional development for their peers.

Justice. Sustainable leadership includes not only the maintenance of individual initiatives on campuses but also that leaders are mindful of the impact that their actions and programs have on the schools and students near them and across their entire district (Hargreaves & Fink, 2006). Participants responses were analyzed to see if they were aware of the impact of the IB PYP program on the schools around them and the district. Asked about the implications to surrounding schools, Principal A shared that they did not believe the program had an impact but added that the IB name allowed the school to compete with local charter schools for students, "I have a charter right next to me and I mean it is the branding of the name, so being IB allows me to brand in a different way" (Principal A, personal communication, October 23, 2018).

In addition to being mindful of how the program impacts other schools, justice also involves the sharing of knowledge and resources with the large school community. Participants were asked if they had connected with other schools to share the benefits of the IB PYP. None of the leadership team at Campus A were able to recall a time when the school had connected with other local schools to talk about the potential benefits of the IB PYP. When asked if people were seeking out the school because they offered the IB program, or because they were a high performing school Coordinator A responded, "I

think it is just because we are a high-performing School" (Coordinator A, personal communication, November 9, 2018).

The leadership team was asked to discuss their relationship with their immediate supervisor from the district to understand if they were working to share the potential benefits of the program for other schools. Principal A shared that both their immediate supervisor and the executive supervisor were deeply familiar with the program having both been IB principals. Coordinator A made the point that they did not have a relationship with the principal's supervisor but added that the district needed to do a better job of marketing the IB programs.

> Oh yes for sure of highlighting and pushing it and saying this is another great
> thing that the district has to offer yeah for sure I do think they could do a much
> better job. I talk to people all the time who have no idea what IB. (Coordinator A,
> personal communication, November 9, 2018)

The data provided in the interviews indicated that Principal A was not mindful of the impact of the IB PYP on other schools or the district. Principal A had not been proactive about sharing knowledge of the IB PYP and resources with neighboring schools. Principal A shared that they have been able to develop a relationship with their immediate supervisor and that they understand and support the IB PYP.

Diversity. Sustainability requires that leaders advocate for schools that place less importance on testing and standardization of instruction and instead provides teachers and learners with diverse experiences (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions about how district leadership and new policies

had impacted their campus and program. Asked specifically if the campus and the IB PYP had been impacted by reforms both at the district and state level, Principal A responded, "we have been pretty sheltered from those again because we are a tier-1 school and we are high performing, so people leave us alone" (Principal A, personal communication, October 23, 2018). This was similar to the response that Coordinator A provided to the same question, "they kind of leave us alone because we are IB and we have always been a high performing school" (Coordinator A, personal communication, November 9, 2018).

Neither the principal nor the coordinator of campus A was able to recall a time that standardization reforms had negatively impacted the campus or program. In their responses to questions about the challenges of implementing the IB program, the leadership of Campus A agreed that finding time to cover the state standards was a challenge, but that the program was worth the struggle.

> The IB PYP is a program, and you can make it work but have to make sure people understand that it is your belief in how students learn. Okay, it is your belief in who they can be and who they will be. Looking at a constructivist point of view making sure kids are part of the work and do the work, we are not here for drill and kill and worksheets. So it is a lot of work, people have to understand that it is a lot of work (Principal A, personal communication, October 23, 2018).
>
> Coordinator A shared:
>
> I do not know that we have seen tremendous growth in our test scores, but I have seen the kids grow in ways of becoming more knowledgeable about topics and

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you can see their passion about certain things. (Coordinator A, personal

communication, November 9, 2018)

The data provided in the interviews indicated that Principal A was creating a

campus environment that placed more emphasis on instruction and was less concerned

with accountability. The response of the leadership of Campus A indicates that Principal

A is protecting teachers and the IB PYP from reform and standardization attempts, and

the responses from principal A demonstrate a commitment to diverse learning

experiences for the students.

Resourcefulness. An often-overlooked component of sustainable leadership is

resourcefulness, which encompasses being good stewards of both financial resources,

but also ensuring that leaders are taking care of themselves, and those around them.

(Hargreaves & Fink, 2006) To understand the impact of resourcefulness on the

sustainability of the IB PYP participants were asked to respond to a series of questions

designed to see if they were taking care of both the human and financial resources at

their campus.

When asked if the campus has leveraged external stakeholders to help pay for the

cost of the IB program on your campus, Principal A shared that they rely on the PTO to

cover the cost of the all the fees and training associated with IB. When asked what

would happen should the PTO not be able to provide any additional funds for the

program, Principal A made the point that they could cover the annual fee but not the cost

of the required teacher professional development. Coordinator A added that while the

PTO provides funds to support the program, they are mindful that the program currently

depends on the funds provided by the PTO to be successful and that the funding is in a based on continued success on testing. (Coordinator A, personal communication, November 9, 2018)

Resourcefulness also includes advocacy on behalf of the school and students to help ensure better long-term outcomes. When asked about local advocacy efforts Principal A shared that they had many visitors to the school, but they were all from other schools that were interested in their literacy block. Coordinator A stated that they could not recall a time when the school engaged with local officials but that thought it was a good idea. "Yeah I think it would be cool, but I think it would be scary, but yeah I think it would be awesome to have that opportunity" (Coordinator A, personal communication, November 9, 2018).

Resourcefulness also includes taking care of one's own self, and participants were asked to speak about their hobbies and life outside of work. Coordinator A shared they enjoyed hunting, spending time with their family and reading. While Principal A pointed out that they were working to have a better work-life balance, "I would like to be more balanced, but I try" (Principal A, personal communication, October 23, 2018).

The data provided in the interviews indicated that the leadership of Campus A is engaged in demonstrating a healthy work-life balance for the teachers of campus. Principal A is fiscally resourceful in creating conditions to support the long-term sustainability for the IB PYP on their campus. The PTO funds the entire program and none of the cost associated with the program come from the campuses general budget. While Principal A was unable to share any advocacy efforts that have been made to

garner additional support or funds for the program, they did share that their supervisor is knowledge about the IB PYP, and their response indicates that the campus is invested in the program.

Conservation. The final principle of sustainable leadership is conservation or the idea that campus leaders must keep an eye on past successes and challenges to ensure that programs are designed to sustain through the various reform cycles in education (Hargreaves & Fink, 2006). Participants were asked if they could foresee a time when the campus would cease to offer the IB PYP, and what they think the consequences of this decision would be? Principal A was blunt in their response that they could not ever see the school not offering the program, "I think it is sustainable even when I leave. I cannot imagine why anybody would not want to do the PYP or any IB program" (Principal A, personal communication, October 23, 2018). Coordinator A had a similar response when asked to share about a time when the school no longer offers the IB PYP.

I feel like our school has the wherewithal, the education and the belief to withhold the program without actually calling ourselves IB. I mean like we could still teach in like a transdisciplinary way using conceptual teaching and learning in a way that we are not just going through the unit of inquiries, but I think it is changed our teaching as a whole. (Coordinator A, personal communication, November 9, 2018)

When asked to share the communities response if the school no longer offered the IB PYP principal A shared, "they would be very upset" (Principal A, personal

communication, October 23, 2018). Coordinator A supported the idea that parents would be upset at the school no longer offering the program.

> I think they would be upset. I did a survey at the beginning of the year to find out like what the parents knew and what their feelings were on it and like a lot of parents still feel like they do not know as much as they could about it, but they love it. They see changes in their kids so I think we would have some parents that were like whatever as long as their kids are still being taught well, and then other parents would be upset about it. (Coordinator A, personal communication, November 9, 2018)

The data provided in the interviews indicated that Principal A was working to create conditions to allow the campus to continue to offer the IB PYP should a leadership change occur. Principal A is aware of the challenges that the campus faced when the program was initiated on campus, most notably helping teachers with professional development to ensure that the TEKS are covered. Principal A has worked to address the challenges associated with the IB PYP, and the responses from both Principal A and Coordinator A indicated that the program is sustainable beyond the current administration.

Research Question Three

To answer the research question three, in what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting? I compared the answers of the Principal A and Coordinator A to see if I could identify a shift in the way they approach school leadership because of the time they have spent at an IB World

School. Participants were asked to describe their leadership style and if the PYP has changed the way that they lead. Principal A indicated that their leadership style had changed compared to the time they were leading a low performing school.

> I am going to give you the autonomy to do what you need to do, and I am hands off so I will come back and ask what is going on. I am not going to ask for a report, I am not into that unless you want to show me those things, but here is my style find the right person for the job make sure you have a good job, match whenever you want to call it and let the person work. So here is the other thing though that that management style works well for me here but it was something different when I was at my other campus. Since I am a tier 1 school, I mean it is a shame, but that is just the way it is since we are a high performing school I get high performing people wanting to teach here…But again my philosophy is to hire well, let them do the job. (Principal A, personal communication, October 23, 2018)

Principal A referenced the learner profile when they described the way that their leadership style had been influenced by the IB PYP.

> I am going to fall back to the learner profile and making sure that I am caring, I have integrity, and I am knowledgeable about what I am doing so I will use that as a cushion. I have always been that way if I say that I want something done and I come back and check, and if it is not done, I am going to let you know. I mean I will do it in a caring way. (Principal A, personal communication, October 23, 2018)

Asked to describe their leadership style and the impact of the program coordinator A replied:

> I think it has changed me as a person quite honestly. The PYP changed my thinking in that way I try to coach. I try to see where they are and go from there. I have been learning how to ask questions rather than telling and let letting them come to their own understanding of what changes need to happen or like what they are doing well. Like a shared kind of leadership rather than a top-down, I am the leader so do what I say I think we can learn from more people. I am trying to find where our experts are on campus, so I do not want people thinking I am the only expert because I do think that everyone has things to offer. So now, I not only feel that way with my students, I now feel that same way with the teachers that I am working with. (Coordinator A, personal communication, November 9, 2018)

To understand the impact of the program on their attitudes and beliefs, participants were asked if they would choose to begin the authorization process in the event they ended up leading a non-IB-school. Principal A shared that they were well into retirement age so the idea of moving to a new school would have to come with a large financial award.

> I this place is heaven for me, I mean I love coming here every day, working with the teachers and the kids and so I mean if everything's on the table I would consider it, but it would have to be some something very big there for me to do it. (Principal A, personal communication, October 23, 2018)

Coordinator A's response indicated that they think very highly of the program and the benefit that it could provide should they end up in a new location.

> Yes for sure, I can't, I mean I really do think that it that is best practice. I do not know that we have seen tremendous growth in our test scores STAAR, but I have seen the kids grow in ways of becoming more knowledgeable about topics. You can see their passion about certain things. I definitely think it would be a conversation that I would want to have. (Coordinator A, personal communication, November 9, 2018)

The data provided in the interview indicated that the leadership style of Principal A and Coordinator A had been influenced by the implementation of the IB PYP on their campus. Principal A described how they have come to embody the learner profile and how the program has allowed them to trust their teachers. The IB PYP has so positively impacted Principal A that they would consider starting the IB PYP, but were quick to add that they love working at their current campus and they have no plans to leave.

Research Question Four

To answer the research question Four, what are the non-curricular benefits of the IB PYP on the campuses as perceived by the principals, and IB Coordinators? I compared the answers of the principal and the coordinator from the interviews with all available data. First, I asked the participants to discuss how the IB PYP has affected the campus culture? Principal A shared that the campus had always had a strong culture and that the IB ties everything together.

Well again, everything ties together IB came in after we had a very strong culture we had a warm and welcoming culture, it was just trying to find that piece to make it consistent throughout everything we do. I think that the IB program, the learner profile has allowed us to open up so much more and understanding that students have to connect to the learning we have to have fun in the learning so just looking at those pieces. I think if you go to an IB school and then really follow the learner profile and things that have to be done, and what you have to model for that then you are going to change the culture. (Principal A, personal communication, October 23, 2018)

Coordinator responded, "I think this school makes IB special; I do not think that IB makes this school special if that makes sense (Coordinator A, personal communication, November 9, 2018). When asked about the specific impact on the culture, coordinator A made the case that the program has not added to the culture, but instead highlighted what they felt was already a healthy culture.

Our culture is something that is different than anywhere else I have ever been. There are so many people that come into our school and will leave saying it feels different than anywhere else I have been. So I think IB has just showcased it more and more like we are not like this because of IB we are like this because of our school because of the people that are here. It is almost like we have always had this innate sense of the profile, of what it means to allow the kids to construct their own learning. (Coordinator A, personal communication, November 9, 2018)

When asked to share if they thought that the IB PYP had an impact on teacher's classroom management? Both the principal and coordinator of campus A responded that the school had also begun using a new discipline management system. However, they felt the IB program as a part of their approach to handling student discipline, had a positive impact on student behavior on campus.

To illustrate any non-curricular benefits that the campus may see from the IB PYP, I asked the participants if they felt that the IB PYP had an impact on the campuses enrollment. Principal A shared that while there was more interest in the school, the campus did not have space for more students because they were at capacity. Coordinator A responded that they were not sure if the program had any impact on enrollment, but they did share that any effect the program had on attendance was negated by the fact the school does not offer the program to the middle school students.

> We are not MYP which I do think is a major detriment to our program because if we could continue it, I do think we would keep more kids because a lot of our kids, not all of them but some of them will go to other schools so they can continue IB. (Coordinator A, personal communication, November 9, 2018)

When asked about the impact of the program on attendance Coordinator A responded, "kids come because they want to be here" (Coordinator A, personal communication, November 9, 2018). While Principal A shared that they felt the program had a positive impact on student attendance.

> Attendance there you go yeah, I mean kids get sick all the time, but a lot of kids get sick because they are just sick of school, not here kids really look forward to

coming to school, at least that the feedback I get, and they want to be here.

(Principal A, personal communication, October 23, 2018)

To further investigate the participant's responses about any non-curricular benefits associated with offering the IB PYP, I compared the answers provided against campus enrollment and attendance data retrieved from the Texas Education Agency. The enrollment data retrieved and displayed in Figure 1 shows that Campus A has seen an overall increase in enrollment of nine students since the school became an authorized IB World School in 2014, and a modest increase since their first year of candidacy in 2012.
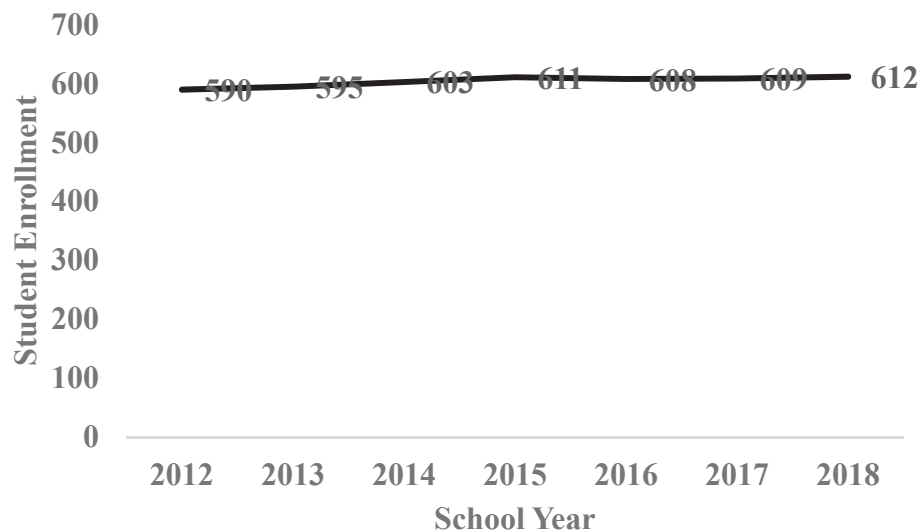
Figure 1. Campus A enrollment data 2012-2018

Figure 2 shows the student attendance rate from the time the school was authorized through the end of the 2017 school year, which was the most recent data available from the Texas Education Agency. This data indicates that the student attendance rate at Campus A has remained unchanged since the school became an authorized IB World School in 2014.
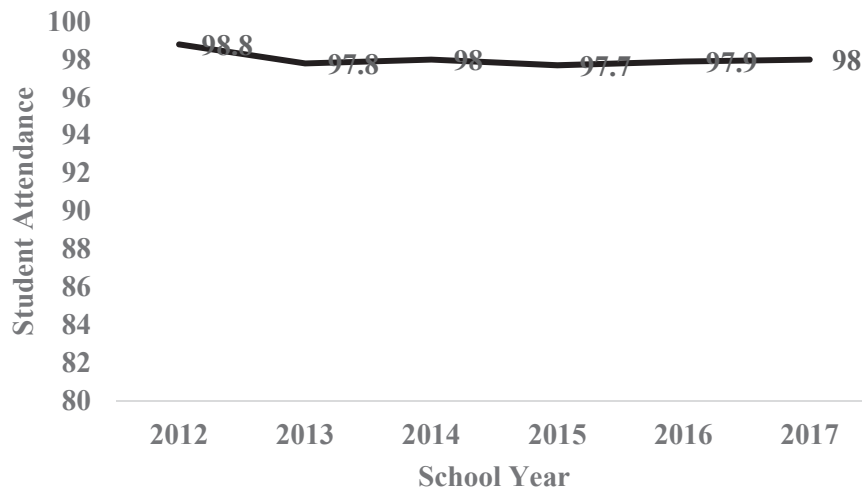
Figure 2. Campus A attendance data 2012-2017

The data provided in the interviews indicated that Principal A and Coordinator A feel that their campus has seen benefits from offering the IB PYP that extend beyond the enhanced instructional program. Both participants shared that the program has empowered students to learn about diverse cultures across the globe and it has made students more aware of the world around them. The principal of Campus A also shared that they beloved the program has impacted the day to day operation of the campus from management to instruction.

When asked about the impact of the IB PYP on student enrollment Principal A and Coordinator A had different responses. Principal A believed that the program has allowed them to attract more students but made the point that the school was at capacity and could not enroll any additional students. While Coordinator A shared that they felt the IB PYP had caused the school to see an increase in the number of students enrolled at the campus for the primary grades but thought that any improvement was short lived because middle school students were leaving the school seeking out an MYP education.

Data retrieved from TEA indicates that the campus has seen student enrollment increased by nine students since they were authorized to offer the IB PYP.

Principal A and Coordinator A shared that they believed the IB PYP had had an impact on the campus attendance rate because students were looking forward to coming to school. Data retrieved from TEA indicates that the campus attendance rate was the same last year 98% as when they first were authorized to offer the program.

CHAPTER V

CASE STUDY CAMPUS B

Introduction

Campus B serves approximately 600 culturally and economically diverse students in Pre-kindergarten through eighth grade. Based on 2017 TEA School Demographic data, Campus B has a student composition that is 17% Caucasian, 63% Hispanic, 19% are African American, and 2% multi-racial. Of the total school population, 74% of students are economically disadvantaged, 61% are at risk, and 27% are English Language Learners. Approximately 10% of the students have been identified as gifted and talented, and 4% of the students receive special education services (TEA, 2017).

Campus B is a school-wide Title I campus because over 40% of the students are economically disadvantaged (TEA, 2017). The instructional programs serve students in general, ESL, gifted and talented, bilingual and special education classes. Campus B serves students who reside within their neighborhood boundaries, and those who choose to attend on a magnet transfer. Campus B became an IB World school in 2014 and has had numerous principals since the beginning of the IB authorization process (IBO, 2018). According to TEA (2018), Campus B was rated a C campus under the state's new A-F accountability system.

Principal B began their career as an educator in 2010 and spent three years as a teacher. Principal B has spent the last five years as a campus administrator with two years in the role of assistant principal and the previous three years as principal of

Campus B. When asked about their prior IB experience before taking over as principal B made the statement that they did not have any experience and that, "it really wasn't until end of my second year that I started to really understand and learn about the IB component" (Principal B, personal communication, November 10, 2018).

Coordinator B began their career as a classroom teacher eight years ago and had only ever worked in a Title I setting. Coordinator B had heard about the IB PYP and decided to transfer to Campus B because they wanted to work on an IB campus with a large number of students in need. Coordinator B spent time as a classroom teacher on Campus B, and in 2016 they transitioned into the role of IB Coordinator.

The participants were asked to share any information they had about the rationale behind the decision for the campus to become an IB PYP World School. Principal B shared that the process to become authorized began three principals ago, and it was done to increase enrollment on the campus and give the school something to be known for in the community.

> I think the principal felt that it would it would do that job actually it was three
> leaders before me just in that short period of time and one of them had the initial
> idea and he went a training in New York and just kind of was inspired and said
> this would be a good idea. So, they started the interest process, but between that
> person and myself, there were three other leaders who came and left so in the
> first four years that it was implemented there were five principals. It was one
> person's idea, and I think the community wanted to increase enrollment and
> perception and thought that would be a good idea. We are also close to another

school that is known for vanguard, and we just wanted something to be known

for. (Principal B, personal communication, November 10, 2018)

Coordinator B had a similar response when asked why the school pursued the

program but added that the program initially did not take root because the teachers had

been excluded from the planning process.

Years ago there was some man who said we should become IB because it was

trending and quite a few schools in the district were going down the same path.

There was a movement but the teachers were not informed they didn't discuss it

or talk about the pros or cons, or what happens in five years. It was something

that was done to the campus. So it never really took off, all of the teachers who

were there would agree that until last year the program really never took off

because of a lack of follow up and training. Not just training on what to do, but

training why to do it, what are the benefits instead they would just go through the

motions, so it just fell apart. (Coordinator B, personal communication, November

23, 2018)

Research Question One

The IB defines leadership as, "the effective management of resources, people,

time, and money to ensure the enhancement of the teaching and learning in order to

address the overarching mission of the school" (IBO, 2009, p. 1). Therefore, my initial

research question, was how do campus leadership practices affect IB PYP

implementation in urban elementary schools? Participants were asked questions about

their leadership practices and how they support the ongoing implementation of the IB

PYP at their campus.

Participants were asked to share what they see as the advantages of the IB PYP for their campus and students? The leadership of Campus B had similar views on the program had impacted instruction on the campus with principal B sharing.

> I think the benefits are the outside of the box approach to teaching and learning. I love the way that the sciences are one that's it's not a standalone approach of science and social studies and reading and writing. Really it is just thinking about a concept and thinking about how we can expose students to this concept and have them kind of create their own understanding about the concept, and then having them illustrate their understanding in a very creative way. That's right outside the box, and it goes against every resource that's available to teachers. (Principal B, personal communication, November 10, 2018)

Coordinator B who had previously spent time on the campus as a classroom teacher added the impact had been more pronounced on the way teachers approach learning.

> A lot of teachers said they didn't know that kids could have such insightful discussions, and in a sense teach themselves. I think it helped change the perception, but I think we are still working on changing the perception that we as teachers are the facilitator and it is about kids making the connections. Another big part of it has been the approach to learning. Normally when we saw what we are teaching people to talk about the TEKS, but now we see people talk about teaching what it means to cooperate and making decisions or take a position in a

group, so what does that mean to teach them that. I think it gave people a much more holistic view of teaching instead of just the TEKS. I think it also made learning more interesting for kids because they learn more when it is connected to the real world, and IB requires that. In a traditional class if you are using a text for main idea kids are going to be disengaged, so by doing these units, kids are going to be more engaged because the texts are connected to ideas they are talking about and that they are passionate about. (Coordinator B, personal communication, November 23, 2018)

In addition to the benefits of the program both of the participants were asked to share what they perceived as challenges associated with the program. Both the principal and coordinator of Campus B spoke about the need to ensure that teachers have a deep understanding of core content knowledge.

Leading a PYP school assumes that you have really effective core instruction. When you are tasked with leading a PYP school that's kind of floor number 6 your kind of having to push for number 6, but if floors numbers 1-5 are not in place, it can be extremely overwhelming. So that's assuming that you have full balance literacy implementation, that's assuming that you have a writing workshop going on, that's assuming that you have really constructivist, hands-on math inquiry, that's assuming that you have teachers that have deep levels of concert knowledge, it is assuming you have teachers that want to spend hours planning for content, disciplinary content and then planning for transdisciplinary content I think that PYP assuming that a of things are in place.

We just kept uncovering that we were asking teachers to function at such

a high level with having these transdisciplinary learning engagements with

structured inquiry going on but yet we still needed to fill in so many content gaps

that were kind of ground-level work. That's the biggest challenge, that's the

biggest conflict, is just where you find teachers that can do all these things and

then how long does it take to develop these teachers who do these things. I think

IB PYP teachers are some of smartest in the world. I will say that. Because they

have to know everything about their own content really deeply, then they have to

know how to make connections across contents which is really challenging to do.

(Principal B, personal communication, November 10, 2018)

Principal B described the challenge of having teachers take what they learn in

training and putting it into practice in the classroom.

I think there's a huge gap between the PYP training and what that looks like in

real time and I think that I think there's a lot of work around you know bridging

that gap for teachers, for schools and for leaders. (Principal B, personal

communication, November 10, 2018)

Coordinator B agreed that the biggest challenges with program implementation

are having teachers to learn how to use inquiry in their lessons, while at the same time

ensuring that students are successful on the annual standardized exam.

The biggest challenge to me is really PD and content knowledge. IB is so heavy,

and all of the documents that support could be used to teach in college. So, to get

these teachers deeply well versed in content and IB is hard because we have

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found some holes. We have the best ideas to make connections but if people don't know how to synthesize it is hard because if people don't know how to do it without a worksheet, it has been tough. The second challenge is fear of the test, and I do think that there are levels of implementation of inquiry. There is structured inquiry and free inquiry, and we are doing what is good for us now. We are on the structured side, and we are moving more toward to the free inquiry side, but we need to teach the teachers what that actually is, but the structure allows us to have a pulse so that we are safe for STAAR. (Coordinator B, personal communication, November 23, 2018)

When asked if there was pressure from the school district to keep and maintain high test scores regardless of the impact on the program. Principal B made the point that as a campus their focus is on IB and that they are not going to do test prep. When asked what has been the response of the district to that way of thinking? Principal B described how when they initially took over the campus they were in danger of not meeting standard on the state assessment, so the district made them aware of that fact but other than that they had been left alone. (Principal B, personal communication, November 10, 2018) Coordinator B had a similar response when asked if they felt pressure to maintain test scores from the district.

No. I think that last year we were on a list for writing, but I knew how to fix that without just test prepping all day. I knew how to do it, so it wasn't just so much pressure it was just knowing what the goals were. (Coordinator B, personal communication, November 23, 2018)

Participants were then asked to describe how they approach supporting professional learning communities on the campus. Principal B shared that the leadership team meets with the grade levels every two weeks and the focus of the meetings is solely on IB, and nothing else.

> We meet, and we reflect on the last two weeks learning engagements, we share out student wonders and student inquiries, we look at the summative that's coming up we review the lines of inquiry. I mean it is all about the IB planner, we are not talking about intervention, we are not talking about tiered systems, we are not talking about behavior, we are not talking about field trips, we are talking about the last two weeks learning engagements and how students responded. Then we're looking at the next two weeks learning engagements and ultimately kind of leading toward the summative assessment. (Principal B, personal communication, November 10, 2018)

Coordinator B shared that the campus leadership has made it a point to utilize professional learning communities to shift the mindset of teachers more towards IB.

> We plan a little differently than other schools we try to get through two weeks of learning engagement at a time and every Tuesday we offer content planning that's when if teachers want come plan with me in terms of language arts or math. We don't talk about TEKS because we value IB, so we have to shift the mindset so we gave teachers a tool that they can use to guide their thinking before the PLC, during the PLC, and after the PLC it has some goals and for the team lead it has sentence stems that they can use during the PLC'S. Last year I lead them, but

this year the team leads start by leading it, and then they share the responsibility

amongst their peers. (Coordinator B, personal communication, November 23,

2018)

When asked to share their approach to professional development on the campus

Coordinator B responded that the school had learned a great deal by attending

conferences, so this year they were attending more conferences to help build morale and

to instill a feeling professionalism on the campus. (Coordinator B, personal

communication, November 23, 2018)

When asked if the program had change the way that they hire teachers, Principal

B shared that they try and have applicants understand the amount of work that will be

required of them in the hopes that those teachers that are hired will stay long term.

I have to find teachers that are really reflective and that are interested in being a

part of a professional learning community. Which really means that it's a ton of

work, you have to do a lot of reading, you have to do a lot of writing, you have to

do a lot of collaborating it just and you just need to be interested in learning.

There is just a ton of work that goes into it, and so it's just making sure that

people are interested in working really, really hard. I was just going to say that I

think that I try to talk people out of it. I really talk about how much work it's

going to be because I never want someone to come into the situation and be just

so overwhelmed. (Principal B, personal communication, November 10, 2018)

When asked if they felt the difficulty of the program had an impact on the teacher

turnover rate Principal B shared.

We definitely had people that wanted the look of IB and wanted the feel of

working in an IB school but when it came down to doing the intellectual and

cognitive work to do the teaching and learning like it was too much. So we

absolutely had teachers decide to go to a more traditional school where it is

pretty standard and pretty straightforward, and I respected them, I totally

understand that this is not for everybody. (Principal B, personal communication,

November 10, 2018)

The feedback gathered from the interviews indicates Principal B is a capable

leader who understands the IB PYP and how it impacts their campus. They are

committed to offering a strong IB program for their students and are effectively utilizing

their resources to ensure that they provide an inquiry-based transdisciplinary education

to their students.

Research Question Two

Hargreaves and Fink (2003) stated that there are seven principles of sustainable

leadership and that the principles can be enriched by leaders as they construct meaning

to embrace their implicit knowledge and experiences, of leadership and change. The

seven principles that guide sustainable leadership are: (a) creating and preserving

sustaining learning; (b) securing success over time; (c) sustaining the leadership of

others; (d) addressing issues of social justice; (e) developing rather than depleting human

and material resources; (f) developing environmental diversity and capacity; and (g)

undertaking activist engagement with the environment.

Depth. Hargreaves and Fink (2006) point out that sustainable learning needs to

go deep and that it is a slower, more thoughtful process that does not align with the current education system that relies on assessment and accountability. Participant's responses were analyzed to see if they were building and fostering conditions on their campus that would contribute to a depth of learning. The Leadership of Campus B was in agreement that learning is more important than achievement with Principal B making the case.

> Learning, learning is the process and I think that has been the biggest learning curve with IB is that learning is achievement. If you can learn and bring curriculum and content to life and make it meaningful for kids and to teach them how to make a connection you're going to get it, you know if you get the learning right the achievement follows, learning is learning the process. (Principal B, personal communication, November 10, 2018)

Coordinator B shared that they felt it was easy to get student achievement without learning, but that deep learning will lead to achievement.

> Learning, I know how to get achievement without learning like I know that from being a teacher at a high need school and being taught how to achievement without deep learning. I also think that through deep learning naturally comes achievement, so I think that by focusing on deep learning you will get the achievement. (Coordinator B, personal communication, November 23, 2018)

The data provided in the interviews indicated that Principal B's leadership behaviors were creating conditions that contributed to a depth of learning. Principal B believes that student learning is more important than student test scores, and they are

working to create a campus environment where students are not labeled as success or failures based on the outcome of standardized assessments.

Length. Sustaining leadership requires that leaders are ready for a change in leadership to occur. In fact, Hargreaves and Fink make the point, "taking responsibility for leadership succession is essential to ensure that improvement efforts endure overtime" (Hargreaves & Fink, 2006, p.56). Participants were asked to respond to a series of questions designed to see if they were putting systems in place to help the program survive the inevitability of a leadership change. I asked Principal B to discuss what would happen to the program if they were to leave the campus for any reason. They shared that based on past conversations they felt that their coordinator would leave as well.

> So, if I leave the campus, I know that my IB coordinator would probably also leave and I know that because we've had this conversation and she has shared that because it has been such a difficult experience. She doesn't feel like she can swim upstream if she doesn't know who that person would be, so we have just kind of got into it a rhythm and we balance each other out in so many ways, so I know that she would leave. (Principal B, personal communication, November 10, 2018)

Principal B also shared that there was not anyone currently on the campus that could step into the role of principal should they leave for whatever reason. When asked what would happen if their coordinator left, Principal B shared that they have someone

in mind who could be the next coordinator but that they felt many teachers would step up.

> I have in mind who the next teacher leader is who would be the next PYP coordinator. She has worked closely with the PYP coordinator so there are definitely leaders in the wings that would come out of the woodwork so that we would be able to move the program forward. (Principal B, personal communication, November 10, 2018)

Coordinator B was also asked the same questions and responded that they believe the leadership team has put enough systems in place for the program to continue when new leadership takes over.

> We have created different committees' literacy, math, dual language and they are all tied into different IB standards. We create agreements and then create action plans. Everything is tied to IB standards, and I think that as long as that leader is open to learning or has IB experience, I think the school would be fine. I also think we have enough teachers that would advocate for it like 50% of our teachers get it and love it so that would help. (Coordinator B, personal communication, November 23, 2018)

When asked what would happen to the program if they were to leave, Coordinator B responded, that they felt the program would continue, but the growth depended on who stepped into the role of coordinator. When asked if there was someone who could step into the role of the coordinator, they replied

I am sort of eyeing our 5th grade reading teacher, and she doesn't think as

conceptually, but she thinks systematically. She can identify people who can

think conceptually, and she has good content knowledge with reading and good

relationship with the staff. That's who I have my eye on. I have kind of joked

with her about it, and she has said maybe but not yet. (Coordinator B, personal

communication, November 23, 2018)

The data provided in the interviews indicated that Principal B was not taking

responsibility for their inevitable leadership succession and was not trying to minimize

the impact to the IB PYP and the campus. Principal B has not been proactive in

identifying who would step into their role and as a result, the IB PYP could suffer

depending on who is asked to lead the campus.

Breadth. Sustaining a program like the IB PYP requires that leadership be

shared across the campus and include multiple stakeholders, such as the principal,

coordinators, teachers, parents, and students (Hargreaves & Fink, 2006). Participants

were asked to respond to a series of questions to designed to see if the leadership,

ownership, and responsibility of the IB PYP was shared across multiple stakeholders, or

if it was kept in the hands of the principal and coordinator. Principal B was asked who

they thought owned the IB PYP at the campus.

I mean it's a really hard question it is so much a partnership. I think that is such a

partnership. I mean every planner the teachers are bringing community members,

they are bringing in parents, and the kids are creating their own elements of the

planners, it's such a shared experience it would be hard to say that one entity or

one kind of group of people are the owners of it. I think that's it that's how we've

always understood the program is that it is a community kind of ownership.

(Principal B, personal communication, November 10, 2018)

The response of the Principal B was very different than the response given by the

Coordinator B who responded that they felt the leadership team owned the program.

I think that I couldn't have done it with the principal to guide me with the change

process, but I think that they needed someone like me who knows the content and

how to play the STAAR game but who also loves and understands the IB. I think

it is the pair of us and then neither of us could have done it individually.

(Coordinator B, personal communication, November 23, 2018)

Participants were asked who they felt had been the driver of the IB program at

their campus. Principal B made the point that as a leader they have to be the ones with

the vision, but the driver of the program is the coordinator.

I would say that the PYP coordinator, I think they have to be the champion for IB

on our campus it's really hard work and I think that the teachers. I know it is an

incredible amount of planning and so they have to be the IB cheerleader, and

they continue to bring research for the table for these different thinking strategies

and of not using the basil, and of not using worksheets. And it's not that PYP

means that, but it kind of you know, it kind of does, and so they just have to

continue to be driving force to just question everything and just continue to

punish that. I would say she's definitely the driver and I just have to remove

barriers that kind of my role just kind of making sure that the other appraisers see

the vision and can you help remove barriers that is kind of my role in this. (Principal B, personal communication, November 10, 2018)

Coordinator B responded that they relied on the principal to help make the program happen but that they were the driver of the program on campus

Teachers would say that I am the driver. I got the most hate last year. Teachers know that the principal is still learning IB, so they know that the principal will what I say when it comes to IB. Kind of a chicken and egg because I have the ideas that I want to put in place and get going, but I don't have the say to make it happen without the principal. (Coordinator B, personal communication, November 23, 2018)

The leadership was then asked to describe how they support teacher professional growth. Specifically, I was interested in learning if this was a process they farmed out to consultants or did they try and grow leaders on their Campus By allowing teachers to lead professional development for their peers. Principal B shared that campus relies solely on teachers to lead professional development for their peers because, "this is just too complicated, but I don't know anyone that knows our program and can do it like they can" (Principal B, personal communication, November 10, 2018).

Coordinator B added that the campus has been fortunate to have five teachers who are in the districts career pathway program which, "has really helped with the shared leadership model because then we can sort of push them to do the advocacy for certain things instead of just me" (Coordinator B, personal communication, November 23, 2018).

The data provided in the interview indicated that Principal B was creating a sense of shared ownership of the IB PYP on their campus. Principal B and Coordinator B were in agreement that multiple stakeholders at the campus level were invested in the long-term success of the program, and that the principal used distributed leadership to support the IB PYP. Also, both participants described how the campus relies on teacher leaders on the campus to lead professional development for their peers.

Justice. Sustainability includes not only the maintenance of individual initiatives on campuses but also that leaders are mindful of the impact that their actions and programs have on the schools and students near them and across their entire district (Hargreaves & Fink, 2006). Participants responses were analyzed to see if they were aware of the impact of the IB PYP program on the schools around them and the district. The response of Principal B indicated that the IB PYP and other programs on the campus had impacted several schools.

Principal B shared that they have three schools north of the campus and that these schools are where most of the magnet students reside. When asked if the students home campus adding the IB program would make them more likely to remain on those campuses. Principal B described how over the last few years as the school has improved academically the campus has seen an increasing interest from families both zoned and across the district to the point where they have seen a drop in the number of students who are classified as economically disadvantaged. Principal B was not able to say if the IB PYP was the sole reason for the change in demographics but felt that the program and other things on the campus made the campus seem more affluent to prospective parents.

As we have become IB and become a higher performing school, we have actually had more interest from the neighborhood, and so our economically disadvantaged numbers have gone down we used to be up closer to 80% and then this last snapshot were closer to 59%. I think that our magnet families that are here they recognize the community involvement, they recognize having a PTA that has a six-figure income, they recognize what it is like to be a part of a little bit more of an affluent school. I believe that they like that, and what some of the magnet families come for is that feeling, like there are more extras our campus. I'm not sure but I think it is the IB program, but I think they also kind of seek out the campus for the community involvement that the IB program has kind of been able to secure. (Principal B, personal communication, November 10, 2018)

Coordinator B had a similar response when asked about the impact of surrounding schools adding the IB PYP and if it would impact enrollment.

No, I don't think so. I think a lot of a lot of people are drawn to our language program or they just hear that were very community like school like we just have a really cool parent community and kind of feel to our school, and I think that there are a lot of other reasons why people choose our school. (Coordinator B, personal communication, November 23, 2018).

When asked if people were seeking out the school because they offered the IB program or because they were a high performing school coordinator B responded, "I think that right now more people are choosing us because of dual language, we are starting to get more questions about IB" (Coordinator B, personal communication, November 23,

2018).

In addition to being mindful of how the program impacts other schools, justice also involves the sharing of knowledge and resources with the large school community. Participants were asked if they had connected with other schools to share the benefits of the program. None of the leadership team at Campus B was able to recall a time when the school had connected with other local schools to talk about the potential benefits that adding the program could provide to the school.

The leadership team was asked to discuss their relationship with their immediate supervisor from the district to understand if they were working to share the potential benefits of the program for other schools. Principal B shared that every year since they were appointed principal of the school they have had a different immediate supervisor and two of them had previously been IB principals. Principal B added that they meet monthly with their immediate supervisor and that for the most part, the meetings are more of a compliance check to make sure that the schools has systems in place.

> I think when they are able to hear just the level of specific action plans that we have, and the intervention plan, I think they just recognized like well that's like that's way too much detail. I think there is a little bit of confidence in the system. (Principal B, personal communication, November 10, 2018)

When asked to describe how the district viewed the IB programmes, the leadership of Campus B shared a similar belief that the district had a basic understating of the program, but lacked a deep understanding of the IB PYP. Speaking especially of their immediate supervisor Principal B said.

So they kind of know what that looks like from a district perspective how to

support it, but certainly not to probably describe with that looks like throughout

the building. I think he has a big picture idea but perhaps doesn't know really

how what that would look like from class to class. (Principal B, personal

communication, November 10, 2018)

While Coordinator B responded.

I don't think the district understands enough about the PYP to be organized in a

way to successfully implement the PYP. They have all these people who are

writing curriculum who are not having conversations with people who

understand the PYP. So the district doesn't understand it because they are not

organized in a way that helps. (Coordinator B, personal communication,

November 23, 2018).

The data provided in the interviews indicated that Principal B was not mindful

about the impact of the IB PYP on other schools or the district. Principal B had not been

proactive about sharing knowledge of the IB PYP and resources with neighboring

schools. Campus B offers multiple programs which continue to attract students from

schools across the district. Additionally, Principal B has not been able to develop a

relationship with their immediate supervisor to foster additional support for the IB PYP

at the district level.

Diversity. Sustainability requires that leaders advocate for schools that place less

importance on testing and standardization of instruction and instead provides teachers

and learners with diverse experiences (Hargreaves & Fink, 2006). Participants were

asked to respond to a series of questions about how district leadership and new policies had impacted their campus and program. When asked specifically, if the campus and the IB PYP had been impacted by reforms both at the district and state level. Principal B shared that:

> I kind of just stay under the radar. We understand the purpose of all these different things, and we either have to offer something that does the same thing, or we do what they ask. There are a lot of times that we're not quite going to do what you ask, but we are going to give you the information that you're looking for, but it's going to be packaged in a different way. 100% of the time I've had support from the district to do so. They have just kind of allowed us to be renegades and just as long as the scores keep moving in the right direction I think they just let us be. (Principal B, personal communication, November 10, 2018)

Coordinator B disclosed that they fight hard against online programs that have at times been pushed by the district, however they added that the districts literacy program is, "one of the easiest ways for title 1 schools to feel safe with testing and to connect to the PYP" (Coordinator B, personal communication, November 23, 2018).

The data provided in the interviews indicated that Principal B was creating a campus environment that placed more emphasis on instruction and was less concerned with accountability. Both Principal B and Coordinator B shared that they protect teachers from reform and standardization attempts from the central office, and the responses from Principal B demonstrate a commitment to adhere to the tenants of the IB PYP despite centralized reform efforts.

Resourcefulness. An often-overlooked component of sustainable leadership is resourcefulness, which encompasses being good stewards of both financial resources, but also ensuring that leaders are taking care of themselves, and those around them. (Hargreaves & Fink, 2006) Participants were asked to respond to a series of questions designed to see if they were taking care of both the human and financial resources at their campus.

When asked if the campus has leveraged external stakeholders to help pay for the cost of the IB program on the campus, Principal B shared that the PTO has helped cover the cost of fees and training associated with IB, but that in the past few years the money for the program has come from the schools general budget. Principal B revealed that the PTO has the means to cover the cost of the program should they need to but that the PTO often provides STEM and other experiences to the school. (Principal B, personal communication, November 10, 2018). Coordinator B added that they would like to have the PTO pay for the required professional development but that for that to happen the PTO, "need to understand the value of PD" (Coordinator B, personal communication, November 23, 2018).

Resourcefulness also includes advocacy on behalf of the school and students to help ensure better long term outcomes. The participants were asked to respond to their efforts to engage with leaders at the local, state, or national levels to share things about their students and schools. The leadership of Campus B shared that they had only had one brief conversation with their school board member throughout the past few years.

Coordinator B pointed out that during their meeting they took the time to make the case for additional funding for their campus.

> I got to engage for a few minutes about funding and what the program offers for our kids. I think our school is interesting because we are more Title I than some but less tittle I than others and so we tend to not end up on the needy list. So we were advocating that we needed the funding, so we were not stretching ourselves so thin just to be able to effectively implement our programs with the freedom and flexibility to do what we know is best. (Coordinator B, personal communication, November 23, 2018).

Resourcefulness also includes taking care of one's own self, and participants were asked to speak about their hobbies and life outside of work. Coordinator B shared that they liked to travel, and that their principal had created an ideal work environment. Principal B expressed their passion for their work as an adjunct professor, in addition to traveling and spending time with their family. Principal B added, "I have taken the whole balanced attribute to heart since becoming principal here, and I'm trying to live into that a lot being balanced" (Principal B, personal communication, November 10, 2018).

The data provided in the interviews indicated that the leadership of Campus B is engaged in demonstrating a healthy work-life balance for the teachers of campus. Principal B is being fiscally resourceful in creating conditions to support the long-term sustainability for the IB PYP on their campus. The campus funds the program, but the PTO can provide support for the program should the need arise. Principal B was unable

to share any advocacy efforts that have been made to garner additional support or funds for the program.

Conservation. The final principle of sustainable leadership is conservation or the idea that campus leaders must keep an eye on past successes and challenges to ensure that programs are designed to sustain through the various reform cycles in education (Hargreaves & Fink, 2006). Participants were asked to respond to a question about if they could foresee a time when the campus cease to offer the IB PYP, and what they think the consequences of this decision would be. Principal B made the case that the community has bought into the program and that don't think the campus would ever not offer the program.

> No, I think it is so a part of the fabric of the school, I think that the community
> has bought into it so much that I think that it would be a community decision and
> I don't see that happening. It's certainly not an administrative decision it's not a
> district decision the community is so invested in IB and the kind of conversations
> that it elicits with their families at home, I think they would fight tooth and nail
> to keep this curriculum framework available. (Principal B, personal
> communication, November 10, 2018).

Coordinator B had a different response when asked if they could foresee a time when the school no longer offers the program.

> I think that it would depend on if for some reasons there is a whole lot of
> movement and maybe even over a couple of years and if people moved into
> different roles in the district. If we lost 10-15 of our core teachers, who are

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advocates and love IB and understand it. Then I could see others sort of saying

that this is a lot of work, and then those who kind of like it but are not as

passionate would just kind of go along with it. (Coordinator B, personal

communication, November 23, 2018).

When asked if parents and teachers would be upset if the school ceased to offer

the IB PYP Coordinator B made the case that groups of teachers and parents would care

but that they would be more upset if the school no longer offered a dual language

program.

We do have some parents who really love the IB, but I think some parents still

think the IB is just our international festival. We are still working on educating

our parents, and we have a core group who really understand IB and love it. Not

a huge following. A lot of people are drawing here because of the DL program,

and so that is what I think they would revolt over more. We are working to

educate them on IB. (Coordinator B, personal communication, November 23,

2018).

The data provided in the interviews indicated that Principal B was working to create

conditions to allow the campus to continue to offer the IB PYP should a leadership

change occur. Principal B is aware of the challenges that the campus faced when the

program was initiated on campus and has worked to move the IB PYP beyond the

classroom to the community. The responses from Principal B and Coordinator B indicate

that they are working to deepen parents understanding of the IB PYP to help ensure

sustainability beyond the current administration.

Research Question Three

To answer the research question three, in what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting? I compared the answers of Principal B and Coordinator B to see if they could identify a shift in the way they approach school leadership because of the time they have spent at an IB World School. Participants were asked to describe their leadership style and if the PYP has changed the way that they lead. Principal B indicated that their leadership style had changed compared to the time they were working in a low performing school.

> Well I think that it definitely adjusted as an IB principal, at a turnaround school
> where we were IR it was a bit more urgent, it was a bit more uncompromising,
> and non-negotiables and structure and procedure. Being placed at an IB school, I
> very quickly learned that is counterintuitive to what we were trying to grow in
> our students which is independence, ownership, and agency, basically the exact
> opposite of what I was doing to and with children in previous campus
> environments. Not that either is right or wrong, they were just very different so
> you know I then had to learn just how to relax that was a huge part of becoming a
> PYP principal too relax and trust teachers more, and trust my coordinators more,
> trust kids more, and just kind of let go. I am definitely a more casual leader in the
> sense that I don't have as many you know non-negotiables. I have beliefs, but you
> know I share those beliefs, and I share what practices and what values kind of
> align with those beliefs, but I am not the rigid, uncompromising and leader I

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think I used to be. I think I used to think that's what leadership was and needed to

be, but I think that this new experience has taught me that there's also school

settings that they don't need that, in fact, that's counter-intuitive to the program,

so I have become a little bit more relaxed. (Principal B, personal communication,

November 10, 2018)

When asked to describe their leadership style and the impact of the IB PYP

Coordinator B shared that they were still learning how to lead, but the program had

impacted her approach to leadership which she described as:

I'm pretty direct with what my views are, and I'm learning how to how to

interpret other people's views and how they might be different than mine and

then how to kind of adjust mine because I tend to be a little bit more direct than

my principal. (Coordinator B, personal communication, November 23, 2018)

To understand the impact of the IB PYP on their attitudes and beliefs,

participants were asked if they would choose to begin the authorization process in the

event they ended up leading a non-IB-school. The leadership team of Campus B both

expressed that they believed in the program but understood that for implementation to be

successful the process had to be shared and well thought out.

I think I do advocate for it, but it has to be a homegrown interest. I don't think it

can be a top-down decision and I think that the way I have seen the PYP being

implement here has been really challenging because it wasn't the teachers

decision. So I advocate in the sense that if teachers want to go and visit the

schools and if parents want to come with and if they feel like IB would be a good

fit and if they feel like they want to do that the amount of work then I would advocate for the PYP. I would never tell a principal. I would never support telling a principal or telling a group of teachers that they have to do the PYP, I do not think it's a good idea. (Principal B, personal communication, November 10, 2018)

Coordinator B agreed and added that they would begin by having the campus slowly introduce IB concepts and components to open people up to the idea of becoming a PYP school.

I think that first I would want to know what that school is, what their history is, and what their needs are, and see what trajectory they have been on, to see if it might be a good fit. I would start to probe the idea of the PYP program and kind of slowly introduce it. I think there are ways to introduce aspects of the PYP without being PYP. I met with a new coordinator last week and I shared with one of the easiest things to do is one little switch to the literacy program, and that makes it more accessible to the planners. So I think that there are little things you can do that are not the program, but to open people's minds to the program. I love the program, and I think that there are so many amazing people behind it and it is constantly evolving. I also think you can embed aspects of the PYP without being a PYP school. (Coordinator B, personal communication, November 23, 2018)

The data provided in Principal B's interview indicated that their leadership style had been influenced by the implementation of the IB PYP on their campus. Principal B

described how their current leadership style is different than what they used at other turn-around campuses. The IB PYP has so positively impacted Principal B that they would support new campuses adding the program as long as the interest is organic and not driven solely by district or campus leadership.

<p style="text-align:center">Research Question Four</p>

To answer the research question Four, what are the non-curricular benefits of the IB PYP on the campuses as perceived by the principals, and IB Coordinators? I compared the answers of the principals and the coordinators from the interviews with all available data. First, I asked the participants to discuss from their perspective how the IB PYP has affected the campus culture? Principal B shared that they believe the students have been impacted the greatest by the program but that as leadership team they are still working to get all teachers on board.

> I will say more than anything it's just it's empowered kids to be outspoken and its empowered kids to see a problem and have a solution and be able to articulate what action if any they want to take to address it um. I love our kids are little advocates. I just love that they see something that's broken or something that isn't quite right and they are the ones too you know want to take a stand and do something about it.

> I think we are trying to move into a place where teachers find the PYP joyful. There are many that do I would say I've got 30-40% who have kind of seen the light and they understand the flexibility and the excitement that it should elicit and should make them feel happy. I think that for many it still is a little

<p style="text-align:center">139</p>

place of confusion and just wanting to make sure that it's quite right, and the problem with the PYP is that there is no right way, and there's no linear thinking process. And for my type a perfectionist teachers it is a frustrating thing, and so we're working on moving through compliance and feeling like it's a compliance-based situation to select some approaches to learning. But I will say it's been a challenge because you really have to buy into the PYP and be willing to put in the hours for it to be going well. (Principal B, personal communication, November 10, 2018)

Coordinator B added that the last school year was difficult as they settled into their new role as coordinator and pushed the campus to more deeply embody an IB education.

Last year I would say the culture was pretty low because and I was also learning and I was put into the position knowing that we had re-evaluation and self-study and knowing that IB wasn't really happening. I think that for the first 2/3 of the year it was rough, but once people started to understand more and see patterns and develop understanding, then the culture improved. It just took some time to push people into the uncomfortable zones because just like IB says they have to construct meaning, they could have gone and read the materials but you really have to kind of experience it and reflect on it to really understand it.

I would say that this year the culture improved. This year about 70% of staff is happier than your average teacher. The people who are still struggling is mostly because of a mindset that they want to do it right, but in IB there is no

magical right, and that's just really hard for some people, and I think that is what hurts the culture the most. So we have done a lot this year with pre-service just around mindset and the language we use help to break the ideas that there is a right way. (Coordinator B, personal communication, November 23, 2018)

Participants were asked to share if they felt that the IB PYP had an impact on teacher's classroom management? Principal B discussed the impact that high-quality teaching as a result of the IB PYP has had on student behavior.

I think that it's tangible you can feel it when you go into the classroom that kids are passive recipients they can feel it, and they are frustrated, and it's boring, and you know kids don't like to be treated like that. When you go into classrooms where there is a really interesting video or a really interesting photograph, and everyone is invited to take part in the conversation. I think that it builds confidence with kids every kid has something to bring to the table. I think that it is it absolutely creates confidence it creates a better listener. So absolutely, I think engagement is the key to management, we're always working on not managing kids but teaching kids to manage themselves. I think that you know that the program does kind of give us the language and give us the tools to be able to do that. (Principal B, personal communication, November 10, 2018)

Coordinator B responded that the impact of the program was discernible in those classrooms where the teachers understand IB, but that as a campus they were still working to move everyone past just reciting the learning profile.

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I think that those who are the most invested they are constantly trying out new things and really embedding the approach to learning and have kids do a lot of reflection. When there is misbehavior, they do a lot of reflecting to see what the reason is for that behavior. It is also about getting out of the mindset of rewards and punishment that more on reflecting and getting to the core and need. I would say that those who understand IB, yes, but as a whole campus some of the teachers think IB classroom management is just about saying the learner profile. (Coordinator B, personal communication, November 23, 2018)

To illustrate any non-curricular benefits that the campus may see from the IB PYP, I asked the participants if they felt that the IB PYP had an impact on the campuses enrollment. Coordinator B shared that as a whole the program had impacted the campus. When explicitly asked if people were choosing the school because of IB or the dual language program? Coordinator B responded that, "70-80% of the people are choosing the Campus Because of the dual language programming" (Coordinator B, personal communication, November 23, 2018). Principal B shared that increasing enrollment was one of the key reasons that the school initially pursued the PYP.

Yeah a lot of people seek us out. We have tours, they study IB and students from other attendance zones nearby can apply to come to our school for the program, and so it has given us an elevated perception. (Principal B, personal communication, November 10, 2018)

When asked if the program had any impact on attendance, Principal B responded that the outside of a special event where students would be more likely to attend that the

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program has not had a noticeable effect on attendance. (Principal B, personal communication, November 10, 2018) This response was echoed by Coordinator B who shared that they had, "no idea if the program had any impact on attendance" (Coordinator B, personal communication, November 23, 2018).

To further investigate the participant's responses about any non-curricular benefits associated with offering the IB PYP, I compared the answers provided against campus enrollment and attendance data retrieved from the Texas Education Agency. The enrollment data retrieved and displayed in Figure 3 indicates that Campus B has seen an overall increase in enrollment of 22 students since the school became an authorized IB World School in 2014.

Figure 4 shows the student attendance rate from the time the school was authorized through the end of the 2017 school year, which was the most recent data available from the Texas Education Agency. This data indicates that the student attendance rate at Campus B has increased one percentage point since the school became an authorized IB World School in 2014.
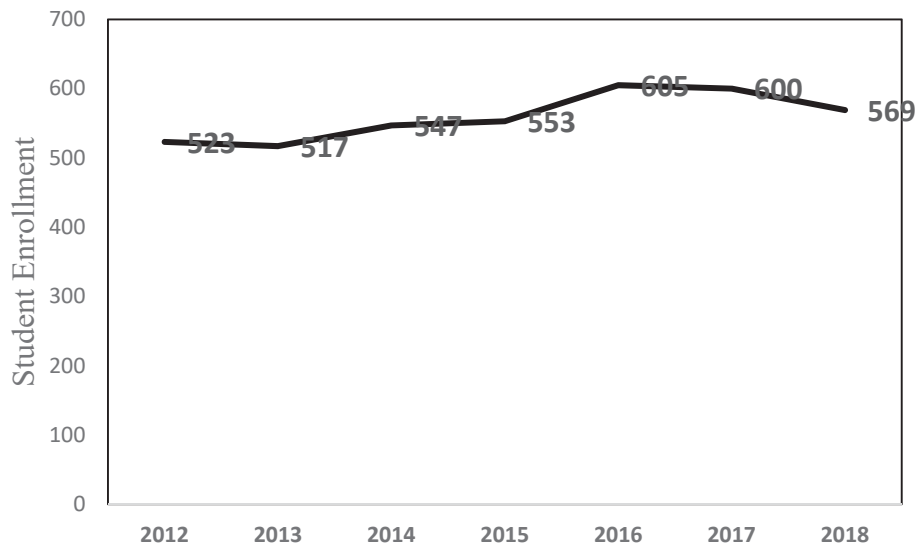
Figure 3. Campus B enrollment data 2012-2018

The data provided in the interviews indicated that Principal B and Coordinator B feel that their campus has seen benefits from offering the IB PYP that extend beyond the enhanced instructional program. The principal of Campus B shared that they believe that the program has allowed teachers to have better instructional practices which have contributed to better-behaved students while Coordinator B thought that the program has made both students and teachers more reflective.

When asked about the impact of the IB PYP on student enrollment Principal B and Coordinator B agreed that the IB PYP had allowed the campus to grow enrollment by attracting more families. Data retrieved from TEA indicates that the campus has seen student enrollment decrease since they were authorized to offer the IB PYP.

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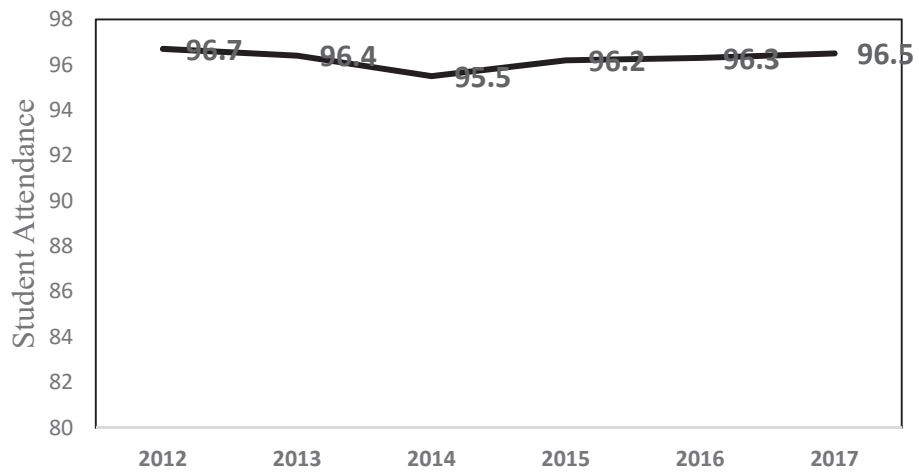
Figure 4. Campus B attendance data 2012-2017

Principal B and Coordinator B shared that they believed the IB PYP had no impact on campus attendance. Data retrieved from TEA indicates that the campus attendance rate has increased by 1% point since the time Campus B was first authorized to offer the program.

CHAPTER VI

CASE STUDY CAMPUS C

Introduction

Campus C serves approximately 495 culturally and economically diverse students in Pre-kindergarten through eighth grade. Based on 2017 TEA School Demographic data, Campus C has a student composition that is 16% Caucasian, 66% Hispanic, 14% are African American, 1% Asian, and 2% multi-racial. Of the total school population, 49% of students are economically disadvantaged, 65% are at risk, and 37% are English Language Learners. Approximately 28% of the students have been identified as gifted and talented, and 1% of the students receive special education services (TEA, 2017).

Campus C is a school-wide Title I campus because over 40% of the students are economically disadvantaged (TEA, 2017). The instructional programs serve students in general, ESL, gifted and talented, bilingual and special education classes. Campus C serves students who reside within their neighborhood boundaries, and those who choose to attend on a magnet transfer. Campus C became an IB World school in 2014 and has had the same principal since the beginning of the IB authorization process (IBO, 2018). According to TEA (2018), Campus C was rated a B campus under the state's new A-F accountability system.

Principal C began their career as a teacher in 1991 and had spent the last eight years as principal of Campus C. Principal C has served in a variety of campus leadership roles ranging from assistant principal, magnet coordinator and dual language

coordinator. When asked about their experience with IB before their time on the campus, Principal C shared that they had been an IB DP student in the 1980s but that they had no experience or formal training on the PYP. (Principal C, personal communication, October 23, 2018)

Coordinator C began their career as a classroom teacher 20 years ago and had worked in a variety of classroom and campus settings. Coordinator C first had experience with the IB PYP when they were teaching at a school that was exploring the program in Mexico. This experience allowed them the chance to attended IB training. However, Coordinator C only spent one year at school, and that was their only experience with the program prior working at Campus C. (Coordinator C, personal communication, October 23, 2018).

The participants were asked to share any information they had about the rationale behind the decision for the campus to become an IB PYP World School. Coordinator C shared that the process to become authorized began with a push from the parents in the year 2000 but that the campus did not officially get authorized until 2014.

> There was a push from the parents, but then we had a change in principals, several different principals, over several different years before the current one coming here and so some were supportive of it, and some were not. Then sometimes the parents were supportive enough to get gung-ho about raising funds for it and sometimes the faculty was for it and sometimes not. So it was just kind of this rollercoaster ride for 12 years before I came I have certificates here from workshops that faculty this is there still here went to in the late 90s.

So when the principal bought me over she surveyed the faculty and asked them do you want to do this, and if so what do you need in order to do it? Basically, all the stars aligned, so they had the previous year actually paid the candidate fee, and there was an ancillary teacher who had been appointed as IB coordinated, but she retired that year and so really for all intensive purposes nothing happened during that year.

The fact that the faculty said yes we want to do it and we need release time for planning that is the big thing. And the PTO had their first big gala fundraiser the spring of 2012 and raised $29,000 I think, so that was my budget for my first year here for IB. That really helped us a lot because we were able to schedule substitutes in order to release teachers to come and plan with me. (Coordinator C, personal communication, October 23, 2018).

Principal C described how they were hired they were asked what they were going to do with the IB situation because the parents were pushing for it, but the teachers were not on board.

So there were teachers here that had a lot of training, but I will tell you they felt like they had been mistreated and misled by the district because there was high leadership turnover here. One principal was interested, and so we got started, and then it died down, and then they were told no there is no funding and then yes and so was his big back and forth. So I spent a year before I hired my coordinator trying to like figure out what are we going to do. I surveyed the teachers and met with parents, and I asked the teachers what would it take to

have IB here at, and they said time and money.

So I said okay. I got the commitment of the PTO, and they said we will pay the annual fee because there was not enough money. I mean my first year we had I do not know 420 students with a school that small there is you just no money. So, the PTO said yes we will commit and every year we will pay the fee and so they committed, and then we committed I hired our coordinator, and her salary comes out of it our budget, but they pay the dues so I hired her and then we got authorized in 2014. (Principal C, personal communication, October 23, 2018).

Research Question One

The IB defines leadership as, "the effective management of resources, people, time, and money to ensure the enhancement of the teaching and learning in order to address the overarching mission of the school" (IBO, 2009, p. 1). Therefore, my initial research question, was how do campus leadership practices affect IB PYP implementation in urban elementary schools? Participants were asked questions about their leadership practices and how they support the ongoing implementation of the IB PYP at their campus.

Participants were asked to share what they see as the advantages of the IB program for their campus and students? Principal C had shared that they felt the program was very complimentary to the school's dual language program.

I think for us the one part of the goals of the dual language program is that we want our children to gain an appreciation of other cultures, not just the words of

learning a second language, it is the culture and the people and so we want part

of that is like the social-emotional piece of learning a language. So IB one of the

reasons why parents wanted it, and this is why everybody is on board with it now

is because it is a very good compliment to the IB.

I think teaching a language through content in an immersion model is the

best way to learn a second language. We are self-contained, so they switch for

language in pre-K, kinder and first grade, then in second through fifth they are

self-contained and I think it's helpful for the kids to make a connection and to

develop more vocabulary and a deeper understanding of whatever their learning

about through IB rather than having it be departmentalized. (Principal C,

personal communication, October 23, 2018)

Coordinator C added the impact had been more pronounced in the way the

students internalize why they are learning.

I see this huge difference in kids being able to articulate the reason why they are

learning, not just what they are learning and goal setting and reflecting. One

thing it was really great during our evaluation visit that was one thing that they

came back and I think even commended us for and made a point of saying what

they saw was that teachers and students on our campus reflect on a daily basis it

is not just at the end of the unit or something. I think it has just become part of

our natural way of doing things it is just second nature, and I think that has been

a great advantage to our students because they are able to articulate what they are

learning and why kind of the metacognition. (Coordinator C, personal

communication, October 23, 2018).

In addition to the benefits of the program both of the participants were asked to

share what they perceived as challenges associated with the program. The leadership of

Campus C agreed that making sure you had the funds required to implement the IB PYP

was a constant stressor. Principal C also described the difficulty of implementing the

program in the face of never ending turn over at the central office.

I think having to explain the IB PYP and what we are doing and why to 12

different bosses in 8 years is a lot. I mean I think it is challenging to have to

continually justify your program and why to everybody all the time because

sometimes the right hand does not talk to the left hand and so you get mixed

messages.

I think the money, like we are all we always have to hustle I mean for

money. I mean even though the PTO is committed we have to support all of their

fundraising everything they do if we are going to keep the program and so there

are things like making a video and making promotional materials and it is like a

whole other job. (Principal C, personal communication, October 23, 2018)

Coordinator C shared that in addition to money, they were worried that as the

school becomes more attractive to families, the changing demographics could have a

negative effect on the dual language program.

Time and money, the challenges of everything in life right. Yeah so we are very

fortunate that we have a very active PTO that raises all of these funds, but that is

always a little nerve-racking in a way because you never know how it is going to

turn out that depends on the people that you have although. I will say that that

because of our dual language and IB programs we have attracted more and more

people were kind of a boutique school in a way for being a public school.

I want to get this in because it is great that we have attracted all of these

people that want to come to our school because we are mostly magnet. However,

they have figured out that if they can buy a home or rent a condo in our zone

when their kids go to enter kindergarten they have a better likelihood of getting

their kid in our school. That is all really nice, and these people are the ones that

probably are helping raise all this money, but that is going to start hurting our

Title I situation because these are people with resources. The other thing is they

are mainly English speakers with money. So it kind of throws off our balance a

little bit, and that has been a struggle because it was important to the fidelity of

our dual language program that we keep our class is balanced by language with

50% of students being native Spanish speakers. (Coordinator C, personal

communication, October 23, 2018).

When asked if there was pressure from the school district to keep and maintain

high test scores regardless of the impact on the program. Principal C replied that they do

not feel pressure from the district.

No, my immediate supervisor has not said anything about my scores, they have

no idea what my scores are. I would say me personally like my staff, and I mean

we did not get as many commendations in the new A- F thing. I mean so we kind

of all keep it to yourself, but I would say we took a dip and people here are

competitive, and I want to bring up my scores. I have the culture on our campus

is that we do not do test prep. I mean they do to some degree but not like so

many campuses where is like huge focus. We believe that if we are teaching the

curriculum and we are doing all the things that we should be doing that our kid

will do well, and we do IAT and we try to target our kids who are struggling.

(Principal C, personal communication, October 23, 2018)

Coordinator C supported the idea that the pressure to perform was due to the fact

they had set high expectations for themselves as a campus.

We want to be the best, and last year we only got one designation, and we are

used to getting seven and one year we got six because we were not eligible for

one of them. We know we have just been sailing along doing our thing and then

we were it really shocked us. (Coordinator C, personal communication, October

23, 2018).

When asked if the pressure was internal or if came from the district office,

Coordinator C responded, "I do not really remember a time when we have really been

under pressure put on us by our particular leaders it has been more like when it has been

a whole district-wide policy" (Coordinator C, personal communication, October 23,

2018).

Participants were then asked to describe how they approach supporting

professional learning communities on the campus. Principal C shared that the leadership

team meets bi-weekly with the grade levels and the meetings are guided by data and

focused on specific objectives that they did not perform well on. (Principal C, personal communication, October 23, 2018) Coordinator C shared that they try and attend the bi-weekly PLC's as often as their schedule permits, but they meet with each of the grade level teams on alternating weeks and that the PTO pays for subs so that they can focus on IB during those meetings. (Coordinator C, personal communication, October 23, 2018).

Asked to share their approach to professional development on the campus, Principal C shared that they embrace a differentiated approach to professional development as opposed to a one size fits all model.

> We have new teachers, we focus a lot on the new ones and sending them out. Like we are going to send some people to a few high performing IB schools, and there is a private university in town, and we are hoping to collaborate more with them because they have some free professional development that people have asked to attend. I do not believe in making people sit through professional development that is not applicable to them. (Principal C, personal communication, October 23, 2018)

Coordinator C described the approach to professional development on the campus, as a balancing act because they must ensure that teachers are comfortable with teaching IB in a dual language setting. They shared that like the principal they try and leverage as many free opportunities as possible when things are offered through the district. (Coordinator C, personal communication, October 23, 2018).

When asked if they felt the program had an impact on the teacher turnover rate Principal C responded that the program had an impact on the turnover rate in the beginning but recently it has not had much of an impact. Principal C shared that they try and have applicants understand the amount of work that will be required of them before they are hired.

> During the interview process we lay it on heavy about how challenging this is. But even then after a year or two of it, they figure out that it is not for them. So, we had some change, but not that much really, at least some of these people here been over here for over 20 years. (Principal C, personal communication, October 23, 2018)

The feedback gathered from the interviews indicates that Principal C is a capable leader who understands the IB PYP and how it impacts their campus. They are committed to offering a strong IB program for their students and are effectively utilizing their resources to ensure that they provide an inquiry-based transdisciplinary education to their students.

Research Question Two

Hargreaves and Fink (2003) stated that there are seven principles of sustainable leadership and that the principles can be enriched by leaders as they construct meaning to embrace their own implicit knowledge and experiences, of leadership and change. The seven principles that guide sustainable leadership are: (a) creating and preserving sustaining learning; (b) securing success over time; (c) sustaining the leadership of others; (d) addressing issues of social justice; (e) developing rather than depleting human

and material resources; (f) developing environmental diversity and capacity; and (g) undertaking activist engagement with the environment.

Depth. Hargreaves and Fink (2006) point out that sustainable learning needs to go deep and that it is a slower, more thoughtful process that does not align with the current education system that relies on assessment and accountability. Participant's responses were analyzed to see if they were building and fostering conditions on their campus that would contribute to a depth of learning. The Leadership of Campus C agreed that learning is more important than achievement, with Principal C making the case.

> Learning, but it should go hand in hand though. I mean they should achieve if there are learning, but I mean you make mistakes and that is part of the learning process, and that is how you grow. I would not expect everybody to achieve super high every day, but I think they go hand in hand. I mean at the end of the day it is learning to me. (Principal C, personal communication, October 23, 2018)

Coordinator C shared that they felt good learning leads to achievement over time if what is happening in the classroom is good.

> Leaning, if what is happening in the classroom and on the campus is quality and doing what it should, and I am talking about teaching the whole child because we are raising adults, not children. So I think that when the learning comes, achievement just follows naturally, and I think we have been an example of that. (Coordinator C, personal communication, October 23, 2018).

The data provided in the interviews indicated that Principal C's leadership behaviors were creating conditions that contributed to a depth of learning. Principal C believes that student learning is more important than student test scores, and they are working to create a campus environment where students are not labeled as success or failures, and mistakes are celebrated as a part of the learning process.

Length. Sustaining leadership requires that leaders are ready for a change in leadership to occur. Hargreaves and Fink make the point, "taking responsibility for leadership succession is essential to ensure that improvement efforts endure overtime" (Hargreaves & Fink, 2006, p.56). Participants were asked to respond to a series of questions designed to see if they were putting systems in place to help the program survive the inevitability of a leadership change. Principal C discussed what would happen to the program if they or the coordinator were to leave the school, and they shared that they felt they had enough buy-in that any new leadership would have no choice but to continue the program.

> We have people on campus who are passionate so even if I left and the
> coordinator left part of the hiring process for the next person would be what do
> you know about IB and what are you going to do to make sure this continues.
> (Principal C, personal communication, October 23, 2018)
>
> When asked if they had a formalized succession plan, Principal C replied that her

assistant principal Could hypothetically take over, but that being a small campus means there are fewer people to choose from.

I definitely have teachers who have taken on leadership roles and responsibilities
and mentorship. I mean they do a lot because they are highly effective and to
keep them here, I have to keep them engaged so they are capable, but they are
not ready to be a principal. (Principal C, personal communication, October 23,
2018).

When asked what would happen if their coordinator left, the Principal C replied,
"so there might be a teacher on campus who would be able to step into the role"
(Principal C, personal communication, October 23, 2018).

Coordinator C shared that they felt the principal has built enough trust and
created enough buy-in so that the program would continue when new leadership takes
over.

I think the principal has built this atmosphere of trust because we have a lot of
other things in place. I think it would survive it because the parents are so
committed to it. I think that and then the students and then the majority of the
faculty. Yeah, I think there is enough buy-in across the board, our whole
community that it could sustain itself. (Coordinator C, personal communication,
October 23, 2018)

Coordinator C added that they did not have a formalized plan but felt that there
were people on the campus who could serve as the IB coordinator and that they were
grooming several people to potentially take over should they leave. When asked what
would happen to the program if they were to leave, Coordinator C responded, "there is at
least one person on every grade level team, if not more, who are really committed to it

and would at least take care of their program of inquiry for that grade level"
(Coordinator C, personal communication, October 23, 2018).

The data provided in the interviews indicated that Principal C was not taking
responsibility for their inevitable leadership succession and was not trying to minimize
the impact to the IB PYP and the campus. Principal C has not been proactive in
identifying who would step into their role and as a result, the IB PYP could suffer
depending on who is asked to lead the campus. Principal C was also not able to pinpoint
who would set into the role of coordinator should the position become vacant.

Breadth. Sustaining a program like the IB PYP requires that leadership be
shared across the campus and include multiple stakeholders, such as the principal,
coordinators, teachers, parents, and students (Hargreaves & Fink, 2006). Participants
were asked to respond to a series of questions to designed to see if the leadership,
ownership, and responsibility of the IB PYP was being shared across multiple
stakeholders, or if it was kept in the hands of the principal and coordinator.

Principal C was asked whom they thought owned the IB PYP at the campus and
their response was simply, "we all do, everybody" (Principal C, personal
communication, October 23, 2018). Coordinator C agreed that the ownership of the
program was shared amongst multiple stakeholders and cited evidence from the school's
recent preparation for the re-evaluation visit.

> I want to say everybody here it is the teachers, the kids, I mean the parents
> everybody and I think that was really apparent when they came for the evaluation
> visit. I made four committees under curriculum, one for each of the curriculum

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strands, and then named a chair for each one. I talked with people and found out

who wanted to do what, and then they took it over, and it was really great

because it was less me leading it and I was finally able just like coordinate

things. (Coordinator C, Interview, October 23, 2018).

Participants were then asked who they felt had been the driver of the IB program

at their campus. Principal C shared that the coordinator did most of the program specific

tasks on the campus and that their role as principal was to provide support.

I would say the IB coordinator and me, but we have structured it, so she is not an

appraiser, and so she is more like a coach, and she has a lot more conversations

then my AP and I do about like filling out the unit planning guys and doing the

reflection. I mean we pop in and out of those meetings but were not there for all

of those but when we like do our walk-throughs and give feedback we make

connections we look for the IB planner, and what IB unit of inquiry you are

on…The IB coordinator could not do it without being backed up by me.

(Principal C, personal communication, October 23, 2018).

Coordinator C replied that they did not think they could name a single person as

the lone driver of the program on the campus.

It has been my job, and I have worked hard at it getting it going and all. I might

have been the driver at one point, I mean at least I always have to say the

principal too. We could not have done it without the parents raising the money.

But as far as like right now the truth is that it is not every teacher, but we have

got a good number of teachers on our campus that own it, it is not everybody, but

it is what they want to do, and they really believe in it. (Coordinator C, Interview, November 23, 2018).

The leadership was then asked how they support teacher professional growth. Specifically, I was interested in learning if this was a process they farmed out to consultants or did they try and grow leaders on their campus by allowing teachers to lead professional development for their peers.

Principal C shared that campus does not have any money to support the hiring of consultants and that they have never had any district support that has come out. Principal C went on to describe how the campus has utilized teachers to professional development on the camps, "I have a third-grade teacher who is really like a math expert, so she will train teachers on strategies for that objective" (Principal C, personal communication, October 23, 2018). Coordinator C added the since the campus is so small everyone has to lead in some capacity.

> Yes definitely especially during pre-service but really even throughout the whole year at faculty meetings or early dismissal days. The math leads will do math workshops, or like first grade, I noticed that they were doing some really great inquiry lessons that they found and made from the Internet. So they would actually model the lessons with us during the faculty meeting, so we do that all the time yeah, yeah everybody here has to be a leader in something. (Coordinator C, Interview, November 23, 2018)

The data provided in the interview indicated that Principal C was creating a sense of shared ownership of the IB PYP on their campus. Principal C and Coordinator C

agreed that multiple stakeholders at the campus level were invested in the long-term success of the program and that the principal used distributed leadership to support the IB PYP. Also, both participants described how the campus is structured to allow opportunities for teacher leaders on the campus to lead professional development for their peers during the year.

Justice. Sustainability includes not only the maintenance of individual initiatives on campuses but also that leaders are mindful of the impact that their actions and programs have on the schools and students near them and across their entire district (Hargreaves & Fink, 2006). Participants responses were analyzed to see if they were aware of the impact of the IB PYP program on the schools around them and the district. Campus C is a dual language magnet only campus, and therefore students from the entire district can attend. The campus operates on a 50-50 model dual language program which requires that the enrollment and classes be balanced with 50% of students being native Spanish speakers and 50% of students being non-native. The leadership of Campus C was not able to identify one specific area of town or campus that their students came from, with Coordinator C stating, "we get them from all over" (Coordinator C, Interview, and November 23, 2018).

Principal C described that in the past the campus had received over 1,000 applications for kindergarten and sixth grade. Principal C added that as the campus moves into a new building with a capacity of 900, they will be adding more classrooms to allow for 400 additional students over time. When asked if the campus was going to

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pursue the MYP, which could increase the number of middle school applicants. Principal C replied yes, but it was contingent on raising more funds.

> Yes, we are, so we need money. We have we reached out in the summer to some possible corporate sponsors a parent was helping us with that we were hoping that this year would be like an expiration year and you pay I think you like $4000 for that or something but with our move and other things going on we were not able to get the funding. But yeah hopefully next year, I mean hopefully yes sometime in the next couple years will be able to will if we even get the money will do it for sure. (Principal C, personal communication, October 23, 2018)

In addition to being mindful of how the program impacts other schools, justice also involves the sharing of knowledge and resources with the larger school community. Participants were asked if they had connected with other schools to share the benefits of the program. Principal C shared that Coordinator C had formed a community with all of the other PYP coordinators in the district and that they support each other but that other people in the district leadership, "don't know what dual language is much less IB" (Principal C, personal communication, October 23, 2018).

The leadership team was asked to discuss their relationship with their immediate supervisor from the district to understand if they were working to share the potential benefits of the program for other schools. Principal C described their relationship with their supervisor as follows, "I need help, and I do not feel particularly supported by them. I mean I had one person for two years in a row every single other one I have had for one year (Principal C, personal communication, October 23, 2018).

The data provided in the interviews indicated that Principal C was not mindful about the impact of the IB PYP on other schools or the district. Principal C has not been proactive about sharing knowledge of the IB PYP and resources with neighboring schools. Campus C offers multiple programs which continue to attract students from schools across the district. Additionally, Principal C has not been able to develop a relationship with their immediate supervisor to foster additional support for the IB PYP at the district level. Principal C also shared that the campus is slated to have space for over 400 new students over the next few years and this will continue to attract students from schools across the district.

Diversity. Sustainability requires that leaders advocate for schools that place less importance on testing and standardization of instruction and instead provides teachers and learners with diverse experiences (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions about how district leadership and new policies had impacted their campus and program. When asked specifically, if the campus and the IB PYP had been impacted by reforms both at the district and state level, Principal C shared that the district had recently adopted a standardize bell schedule that made it difficult for the teachers to attend centralized planning meetings but that the program was not affected.

> I think in a district as large as this one nobody is worried about us like we are
> okay and so I think people are so strapped for time and so worried about the all
> the improvement required schools and all the schools that have so many
> problems. I feel like some of the district mandate okay yes the standardized time

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change really did impact our school for sure because we're an elementary school and so all the lead teacher meetings for the elementary schools are at 3:30 will we don't even get out till 3:50 so they just don't think of stuff like that. The teachers here have enough experience to know what they need to do. I try to protect them honestly from the instability and the politics of what is going on outside. I mean we try to have like a little safe haven because if we get worried about all the things that are going on particularly now I do not know if people would really want to come to work. (Principal C, personal communication, October 23, 2018)

Coordinator C shared that over the past few years they felt that the district had provided more direct support to IB schools and that they appreciated that, but they have also seen years where the district has damaged the program.

No, we have leaders who are IB people too so they are very supportive that were are an IB school and now we get pretty much left alone. I mean we had a couple of years there that were horrible where they made everybody do all those benchmarks no matter what. At least there was one year that I think we actually did some damage to our program or the enthusiasm about the IB program, if we are doing okay and they leave you alone then you can get more excited about what we are doing. (Coordinator C, personal communication, October 23, 2018).

The data provided in the interviews indicated that Principal C was creating a campus environment that placed more emphasis on instruction and was less concerned with accountability. The response of the leadership of Campus C indicates that Principal

C is protecting teachers and the IB PYP from reform and standardization attempts, and the responses from Principal C demonstrate a commitment to diverse learning experiences for the students.

Resourcefulness. An often-overlooked component of sustainable leadership is resourcefulness, which encompasses being good stewards of both financial resources, but also ensuring that leaders are taking care of themselves and those around them. (Hargreaves & Fink, 2006) Participants were asked to respond to a series of questions designed to see if they were taking care of both the human and financial resources at their campus.

When asked if the campus has leveraged external stakeholders to help pay for the cost of the IB program on the campus, Principal C shared that the PTO covered the cost of fees and training associated with IB since the program began at the campus. When asked what would happen if the PTO was not able to provide the funds for whatever reason Principal C responded.

> I would say we would have to scrape together the money somehow for fees. We might not be able to, I mean if the district were able to provide professional development we might be able to get the $8000. I would also say now parents would pay like even if our PTO did not raise the money, we could get ten people to pay $100 each and they would do it. (Principal C, personal communication, October 23, 2018)

Principal C added that while they were thankful for the financial support of the PTO, the challenge of having to support the organization was an added stressor.

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I think the money like we are all we always have to hustle; I mean it for money. I

mean even though the PTO is committed we have to support all of their

fundraising everything they do if we are going to keep the program…It is like a

whole other job. (Principal C, personal communication, October 23, 2018)

Coordinator C shared that each year the PTO pays to send between 20-25

teachers a year to IB training. When asked if they felt the program was contingent on the

financial support of the PTO, Coordinator C replied, "I do not think that is necessarily

true" (Coordinator C, personal communication, October 23, 2018).

A component of resourcefulness is advocacy on behalf of the school and students

to help ensure better long term outcomes. The participants were asked to respond to their

efforts to engage with leaders at the local, state, or national levels to share things about

their students and schools. Principal C shared that in the past they were visited by a state

congressman, but that many people including the local board member had a skewed

view of the campus.

I think people are like oh yeah that is a good school, so yeah I would like to send

my kids there, or they make assumptions like oh this is a bunch of rich people,

but it is not we are a Title I school like they do not understand they do not know.

I do not think my board member supports our school. I do not know I mean she

has never been. (Principal C, personal communication, October 23, 2018)

Resourcefulness also includes taking care of one's own self, and participants

were asked to speak about their hobbies and life outside of work. Coordinator C shared

that they liked to travel, but that they are always thinking about work. Principal C spoke

about spending time with their family as part of the challenge of trying to be more balanced.

> On campus, we have started having a mindfulness program that's been really fascinating, fun, and interesting hearing about how to have more balance in life. I think that is the thing that I constantly try for. Because I do not think principals' lives typically are balanced, and I think it is really hard to have time for your family and hobbies and to meet the demands of the job plus I care, so I do not want to do a halfway job. (Principal C, personal communication, October 23, 2018).

The data provided in the interviews indicated that the leadership of Campus C is engaged in demonstrating a healthy work-life balance for the teachers of campus. Principal C is being fiscally resourceful in creating conditions to support the long-term sustainability for the IB PYP on their campus. The PTO funds the entire program, and none of the costs associated with the program come from the campuses general budget. Principal C did share that they have had the chance to advocate for the program but that their advocacy often went overlooked because people did not see the campus as being in need.

Conservation. The final principle of sustainable leadership is conservation or the idea that campus leaders must keep an eye on past successes and challenges to ensure that programs are designed to sustain through the various reform cycles in education (Hargreaves & Fink, 2006). Participants were asked to respond to a question about if they could foresee a time when the Campus Cease to offer the IB PYP, and what they

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think the consequences of this decision would be? Principal C made the case that the community has bought into the program and as a result, I do not think the campus would ever not offer the program.

> I think we have low teacher turnover on our campus, and we have people on
> campus who are passionate so even if I left and the coordinator left that part of
> the hiring process for the next person would be what do you know about IB and
> what are you going to do to make sure this continues. I mean from the parents
> and the people who moved into our zone from all over the world. They email and
> ask about the programs because of our dual language program and because of IB.
> I do not ever see it going. (Principal C, personal communication, October 23,
> 2018).

While Coordinator C added that something terrible would need to happen for the school to no longer offer the program because it is so well established.

> No. I mean not in the near future. I mean something catastrophic would probably
> have to happen, but we just got this new brand new gorgeous $39 Million
> campus that we are moving back into. I think that everybody is recharged,
> everybody is excited plus we have a whole fine arts wing so other great things
> that will help support the program so no I do not see it not happening here I think
> it is well established. (Coordinator C, personal communication, October 23,
> 2018).

The data provided in the interviews indicated that Principal C was working to create conditions to allow the campus to continue to offer the IB PYP should a

leadership change occur. Principal C has created a campus with low teacher turn over and has invested the community in the success of the program. Responses from both Principal C and Coordinator C indicate that they feel the program is sustainable beyond the current administration.

<p style="text-align:center">Research Question Three</p>

To answer the research question three, in what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting? I compared the answers of Principal C and Coordinator C to see if they could identify a shift in the way they approach school leadership because of the time they have spent at an IB World School. Participants were asked to describe their leadership style, and if the PYP has changed the way that they lead.

Principal C indicated that their leadership had not changed, but rather that it complimented the IB PYP and that was a factor in why they were hired at the campus.

> I believe that when adults, parents, and students are involved in the decision-making process, they have more buy-in. I also model a lot of the kinds of behavior that I expect, but when push comes to shove and if I need to be more authoritative then I can be. But that is not my preferred. I am a team builder.

> I think I was picked for this school because I am like a good match for the PYP. I do not know if it changed how I lead, but I think it is complimentary. I think as far as STAAR testing goes, I do not think that is the end all be all of public-school education, and I do not think it fits very well with IB. I mean I think there should be accountability…I would not want to be in a school where

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that the only thing that I was allowed to like focus on. (Principal C, personal

communication, October 23, 2018).

When asked to describe their leadership style coordinator C responded.

I do not think that I could say what my specific style is, but I think it is really

important that everyone is involved in decision making so that as much as you

can come to a consensus as possible. I mean, I know that you can't always do that

and sometimes the boss just has to say well this is what it's going to be. People

need to be heard, and they need to feel their opinion that it matters, and it is

valued. (Coordinator C, personal communication, October 23, 2018).

 I asked Coordinator C if the IB PYP had changed their approach to leadership

they described how they have become more open-minded.

I think that I have grown to understand that sometimes the process is more

important than the product. I am just a plan ahead person, so a person that does

that gets in their mind the way it should be, so when you get with other people,

it's like well no wait a minute. Because I already had planned out in my mind the

way that it should be, so I think that I have released that a little bit. I am amicable

to let everybody participate as much as they want and in the end, give support

and value other people's ideas. I think that definitely help me become better at

that. (Coordinator C, personal communication, October 23, 2018).

To understand the impact of the program on their attitudes and beliefs,

participants were asked if they would choose to begin the authorization process in the

event they ended up leading a non-IB-school. The leadership team of Campus C both

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expressed that they would start the process because they believe in the program, Principal C shared, "I think IB is the best way to learn" (Principal C, personal communication, October 23, 2018). While Coordinator C added, "oh yeah I definitely would for sure at any school that I went to, I believe in it" (Coordinator C, personal communication, October 23, 2018).

The data provided in Principal C's interview indicated that their leadership style is complementary to the IB PYP. Principal C described how they did not want to work at a school where student success on standardized assessment is the focus. The IB PYP has so positively impacted the leadership of Campus C that both the Principal and Coordinator indicated that they would bring the program with them to a new campus if given the opportunity.

Research Question Four

To answer the research question Four, what are the non-curricular benefits of the IB PYP on the campuses as perceived by the principals, and IB Coordinators? I compared the answers of the principal and the coordinator from the interviews with all available data. First, I asked the participants to discuss from their perspective how the IB PYP has affected the Campus Culture? Principal C described the changes that they have seen in both the students and the adults who have been exposed to the program.

> I think there is a lot of talking in the classrooms which is important both for language development and content. The collaboration among the teachers is an expectation, and we work hard at that because some teams take a long time to connect and be able to really work together. There is more student action, so

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students coming up with ideas on how to make changes in the world, like how to make a difference. I think that is part of what they think about now and I do not think that was something that was done before or as talked about or promoted before...I mean there is more of that kind of thing making connections between the learning and what they do.

> The expectations of our parent community are high they have been trained in these are the IB learner attributes and these are the essential agreements, and we do not use rules and so like the language of IB has made it farther than just the classrooms. (Principal C, personal communication, October 23, 2018).

Coordinator C agreed that the impact of the program has extended beyond the campus, "it has definitely just opened minds and I think we actually really have opened minds of even parents through their children it has been great" (Coordinator C, personal communication, October 23, 2018).

> Participants were asked to share if they felt that the IB PYP had an impact on teacher's classroom management? The leadership of Campus C agreed that the IB PYP has had a positive impact on teacher's classroom management. Principal C described how the campus had moved away from punitive discipline as a result of the IB PYP.

> I think the direction of moving away from like punitive discipline helped us because I do not believe in that and we have always talked about making good choices. When I first got here, people were writing lines like they did in the 1940s.

Over time we have talked about it, we did a whole lot of training about empathy and how to communicate, and how to validate the kid's feelings and have boundaries and have high expectations and using the language of the essential agreements. I mean we recognize students for being caring or empathetic or risk takers they integrate that into what they are reading and the everyday conversations, and so I think over time we had some old school teachers, and then we had some newer ones that started off here and so yeah it's different. (Principal C, personal communication, October 23, 2018).

To illustrate any non-curricular benefits that the campus may see from the IB PYP, I asked the participants if they felt that the IB PYP had an impact on the campuses enrollment. Principal C shared that they felt people wanted to come to the school and that the fact that they received over 1,000 applications for new students was evidence of this. When explicitly asked if people were choosing the school because of IB or the dual language program? Principal C responded, "I think over time more people are attracted to us because of the IB, but it I would say initially is dual language because it is our magnet Principal C, personal communication, October 23, 2018).Coordinator C agreed with Principal C that the dual language program continues to be a bigger attraction than the IB PYP.

The first reason our students are here is for the dual language program that's what their parents want, but definitely, people have come to our school because of IB program as well but it really is the pairing of the two I think…If somebody is looking for an IB school and they are already aware of it, then they are not an

average person if they are aware of the IB program and its benefits if that is what

is attracting them. (Coordinator C, Interview, November 23, 2018)

When asked if the program had any impact on attendance, Principal C shared that

maybe the attendance rate had been impacted by the program, but that it would be hard

to say because the dual language program could also have impacted the attendance.

(Principal C, personal communication, October 23, 2018). This was similar to the

response from Coordinator C who shared that they were not aware of what the

attendance rate was but thought that the campus had seen a slight drop in the attendance

rate due to extreme weather during the past school year. (Coordinator C, Interview,

November 23, 2018).

In an effort to further investigate the participant's responses about any non-

curricular benefits associated with offering the IB PYP, I compared the answers

provided against campus enrollment and attendance data retrieved from the Texas

Education Agency. The enrollment data retrieved and displayed in Figure 5 indicates

that Campus C has seen an overall increase in enrollment of 42 students since the school

became an authorized IB World School in 2014.

Figure 6 shows the student attendance rate from the time the school was

authorized through the end of the 2017 school year, which was the most recent data

available from the Texas Education Agency. This data indicates that the student

attendance rate at Campus C has decreased three-tenths of a percentage point since the

school became an authorized IB World School in 2014.
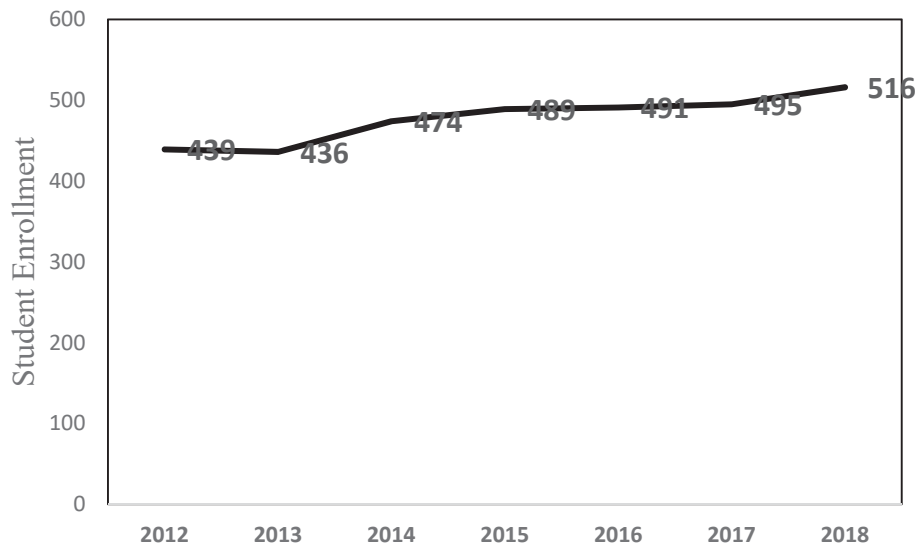
Figure 5. Campus C enrollment data from 2012-2018

The data provided in the interviews indicated that Principal C and Coordinator C feel that their campus has seen benefits from offering the IB PYP that extend beyond the enhanced instructional program. Both participants shared that the program has positively impacted the students, teachers, and parents and has made the entire campus more open-minded. Principal C also shared that the campus has seen a decrease in negative student behaviors which they attributed to a focus on the IB Learner Profile.

When asked about the impact of the IB PYP on student enrollment Principal C and Coordinator C both shared that they felt like the campuses dual language magnet program had a bigger impact on student enrollment than the IB PYP. Data retrieved from TEA indicates that the campus has seen a student enrollment increase of 42 students since they were authorized to offer the IB PYP.
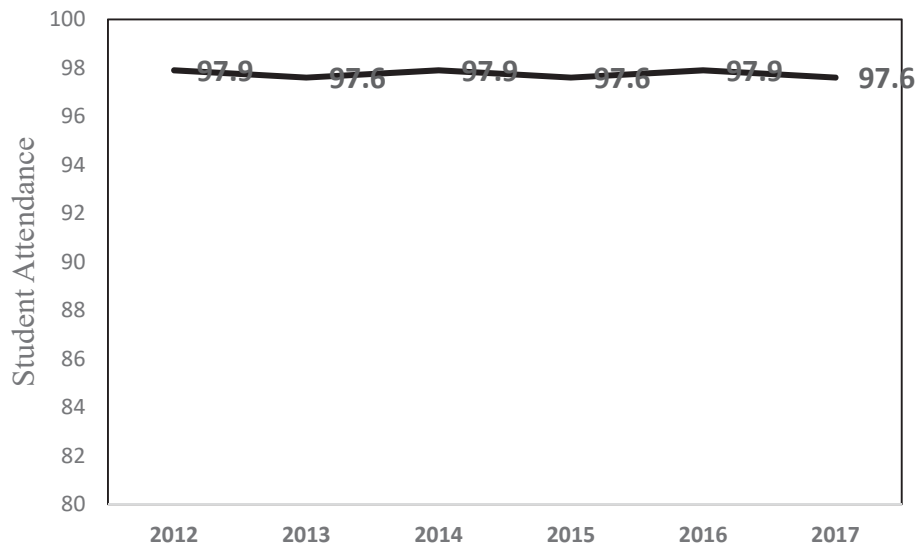
Figure 6. Campus C attendance data 2012-2017

Principal C and Coordinator C were both in agreement that it would be difficult to attribute any change in student attendance rate to the IB PYP because of the magnet program and a severe weather event during the last school year. Data retrieved from TEA indicates that the campus attendance rate has decreased by .3% since the school was first authorized to offer the program.

CHAPTER VII

CASE STUDY CAMPUS D

Introduction

Campus D serves approximately 652 culturally and economically diverse students in Pre-kindergarten through fifth. Based on 2017 TEA School Demographic data, Campus E has a student composition that is 1% Caucasian, 93% Hispanic, 5% are African American, and less than 1% are American Indian. Of the total school population, 88% of students are economically disadvantaged, 85% are at risk, and 63% are English Language Learners. Approximately 8% of the students have been identified as gifted and talented, and 7% of the students receive special education services (TEA, 2017).

Campus D is a school-wide Title I campus because over 40% of the students are economically disadvantaged (TEA, 2017). The instructional programs serve students in general, ESL, gifted and talented, bilingual and special education classes. Campus D is classified as a neighborhood school and does not have any programs that allow it to compete for students. Campus D became an IB World school in 2008 and has had multiple principals since the beginning of the IB authorization process (IBO, 2018). According to TEA (2018), Campus D was rated a D campus under the state's new A-F accountability system.

Principal D had served as an administrator for 17 years before retiring from public education. They returned to the profession and have spent the last four years as principal of Campus D. When asked to describe their experience with IB prior to taking over the school Principal D replied, "I didn't have any experience with an actual IB

school, the most I'd done was hear about it and read about it" (Principal D, personal communication, November 2, 2018).

 Coordinator D began their career as a classroom teacher in 2013 after a career change from the criminal justice field. Coordinator D attended Campus D as a student and choose to return to the campus because they wanted to work at the school where they got their foundation. Coordinator D spent three years as a classroom teacher on the campus, and they are now in their second year in the role of IB coordinator. Before working at the campus, Coordinator D had no experience with the program. (Coordinator D, personal communication, November 8, 2018)

The participants were asked to share any information they had about the rationale behind the decision for the campus to become an IB PYP World School. Principal D shared that the school had been asked to try a new program but that the IB PYP had failed to catch on.

So the school I believe was asked to take on something new and innovative they did it and I am not sure what they had done to previously prepare the teachers before undergoing IB. I imagine they went through some training and I know this happened in 2007. I came in 2015 at that time we had roughly, I want to say 15 people that had not ever been trained in any type of IB. I was really surprised because I thought the premise of IB was that you had some training. The first thing I did I started here in August, and by December I had gone to training, but I did not see anything that looked different to me. I did not see it look different than any other regular school and I mean everything that had IB on it was sort of

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dusty. (Principal D, personal communication, November 2, 2018)

I asked Coordinator D to share any insight about the decision for the campus to purpose the IB PYP, and they replied, "I do not know the history of how it all started I was unaware of it. I realized we were IB the moment I stepped in as a teacher" (Coordinator D, personal communication, November 8, 2018).

Research Question One

The IB defines leadership as, "the effective management of resources, people, time, and money to ensure the enhancement of the teaching and learning in order to address the overarching mission of the school" (IBO, 2009, p. 1). Therefore, my initial research question, was how do campus leadership practices affect IB PYP implementation in urban elementary schools? Participants were asked questions about their leadership practices and how they support the ongoing implementation of the IB PYP at their campus. Participants were asked to share what they see as the advantages of the IB program and Principal D described how the IB PYP makes learning more relevant.

> I see it as is it makes learning more relevant, you are not teaching a discipline in
> isolation which to me is more real-life the students find the work that is not
> necessarily set up into learning this skill, learning that skill in isolation. Rather
> there's always a way to apply it, and some way to make it more interesting, and it
> can take whatever direction the students want to explore depending on the
> inquiry questions that the teacher presents and the theme that there working on it
> can go into any in any of one of those directions. I mean it is what I want that for

my kids, and so I feel like that that is why it helps our teachers build capacity that

they have to be a bit more thoughtful and purposeful in developing their lesson

plans, so we try to do everything around that. (Principal D, personal

communication, November 2, 2018)

Coordinator D shared that the IB PYP allows students to experience diverse

cultures that they otherwise would not be exposed to.

I think the exposure of different cultures, we are a predominantly a Latino

community we are almost a homogenous environment culturally. When the kids

go to middle school they are going to be exposed to students of diverse

backgrounds and by giving them the ability to study different countries to study

different traditions to provoke their inquiry regarding many different topics about

our world I think we better preparing them for what's to come when they go to

middle school. (Coordinator D, personal communication, November 8, 2018)

In addition to the benefits of the program the participants were asked to discuss

what they perceived as challenges associated with the IB PYP. Principal D described the

difficulty in having teachers shift to become more IB, in addition to the fees required to

run the program.

The reason I'm here is that I am an instructional leader, so it is all about the

learning. To be able to teach IB I think you have to have the commitment and

desire to always work from a growth mindset as a teacher and have that mindset

towards students. That also speaks to teacher capacity and not necessarily

experience, but are you working on your game as a teacher, and you have to

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never be satisfied. In a school in a part of town like this, just recruiting the right people has been the biggest challenge. Some of our teachers had cobwebs, they have been here for a long time, doing the same thing for 20 something years and the drill and kill does not work, the talking at students does not work. So that to me is like we need to we really need to bring in some new blood that's really about being coachable and this way of learning.

So that has been one challenge, the other challenge, of course, is the money the fees you got to pay for the training every time you send somebody to training and then if you have turn over there goes the money the fees every year so that to me is difficult. (Principal D, personal communication, November 2, 2018)

I asked Coordinator D to describe the challenges associated with IB implementation, and they shared about the difficulty of working with a mobile student population and a disengaged parent population.

The mobility rate, we get kids new all the time so it is not like a foundation that we can build on year after year. We have parent meetings and we do not get a huge turnout and every month it is the same parents, so we are only able to reach just particular parents. Those parents that are participating and collaborating with us they can strengthen our teacher's planner at home. But we are unable to reach the rest, so our parents are not well versed in IB or how to better serve their children at home or how they can support them. Sometimes the teachers send out newsletters with action plans that involve the parents, and they do not have the

means to take the kids to the museum or to the petroleum plants. (Coordinator D,

personal communication, November 8, 2018)

When asked if there was pressure from the school district to keep and maintain

high test scores regardless of the impact on the program. Principal D replied, "they

leave me alone, I am pressuring myself because I am not happy with the results I have

right now" (Principal D, personal communication, November 2, 2018) Coordinator D

added that they do not rely on test scores but that the district is focused on them.

I tell the teachers do not rely just on the test because it does not tell you

everything about the students. As a teacher, we know where they were at, and we

know where we are taking them day by day. Unfortunately, though I think the

district as a whole is focused on that, I do not let that be my focus or my drive for

what I do. (Coordinator D, personal communication, November 8, 2018

Participants were asked to describe how they approach supporting professional

learning communities on the campus. The principal shared that they have weekly PLC

meetings with the teachers but that the meetings are focused on IAT one week and the

next week is about coaching teachers based on assessment data. Principal D added that

the campus meets to discuss IB during the five early release days that they have during

the year, and that they utilized substitutes to provide coverage to the teachers so that they

can have IB specific meeting with the grade levels at various time during the year.

(Principal D, personal communication, November 2, 2018)

Coordinators D echoed what was shared by Principal D that the campus has

PLC's weekly with the grade level teams. Coordinator D described how each grade level

has an IB lead teacher who serves as the default IB leader for that grade and communicates with the administration any areas where they might need support.

> So within the grade levels, we select the IB communicator, which is like the IB lead teacher for that grade level. They communicate with their teams regarding planners, and newsletters that need to go home, or they will let me know when they need help with a planner, or an artifact. (Coordinator D, personal communication, November 8, 2018)

When asked to share their approach to professional development on the campus both Principal D and Coordinator D shared that they have created systems to allow teachers on campus to learn from each other. Coordinator D shared that the new approach to learning has helped increase morale on campus because teachers are looking forward to the sessions. (Coordinator D, personal communication, November 8, 2018)

Principal D shared that the IB PYP had allowed them to see the need for new teachers who were more open to the program, but it was a challenge to get people with the IB mindset to work at the campus.

> We need to we really need to bring in some new blood, that is really about being coachable and this way of learning. And to me that has been difficult, yeah it has been difficult to accomplish that, I mean it we are doing it a little bit at a time, and every year we bring in more new people… And in a school in a part of town like this is just recruiting the right people has been the biggest challenge (Principal D, personal communication, November 2, 2018)

> When asked if the IB PYP had an impact on the teacher turnover rate,

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Coordinator D shared, "we do not have a high turnover rate, IB has created teachers to collaborate, to reflect on their successes and how they can better improve curriculum and future planners. (Coordinator D personal communication, November 8, 2018)

The feedback gathered from the interviews indicates that Principal D is a capable leader who understands the IB PYP and how it impacts their campus. They are committed to offering a strong IB program for their students and are effectively utilizing their resources to ensure that they provide an inquiry-based transdisciplinary education to their students. Principal D is working to address staffing issues to ensure that teacher quality does not harm program implementation.

Research Question Two

Hargreaves and Fink (2003) stated that there are seven principles of sustainable leadership and that the principles can be enriched by leaders as they construct meaning to embrace their own implicit knowledge and experiences, of leadership and change. The seven principles that guide sustainable leadership are: (a) creating and preserving sustaining learning; (b) securing success over time; (c) sustaining the leadership of others; (d) addressing issues of social justice; (e) developing rather than depleting human and material resources; (f) developing environmental diversity and capacity; and (g) undertaking activist engagement with the environment.

Depth. Hargreaves and Fink (2006) point out that sustainable learning needs to go deep and that it is a slower, more thoughtful process that does not align with the current education system that relies on assessment and accountability Participant's responses were analyzed to see if they were building and fostering conditions on their

campus that would contribute to a depth of learning. The Leadership of Campus D agreed that learning was more important than achievement with Principal D making the case.

Learning, if all you care about is winning once you achieve you can certainly settle down and be like hey, I got it look at my marks, I am good, and that speaks more to a fixed mindset. Learning you are never done and that is the beauty of it you never done. You are growing and growing, and there are opportunities to infinity that you just keep on going. And it is not about winning or losing, you are going to have setbacks when you learn, but the setbacks are opportunities, so experiencing failure is not necessary a bad thing, it is just that I am not there yet, but I am still doing something. IB is philosophy it is not a recipe there is no cookbook to follow. (Principal D, personal communication, November 2, 2018)

Coordinator D's responses was influenced by their time as a classroom teacher and illustrated the fact that they did not assign any weight to the outcome of the STAAR test.

As a teacher, I was not worried about how high my scores would be. I did not care if I got an 85% or 90% passing because a lot of my kids had a lot of learning deficits and some of them had a lot of learning disabilities, so I did not let the test be my focus on whether if my kids were smart or if they were succeeding. I focused on the instruction that I was giving to them, and through my daily interactions with my students, I could see them flourish. I could see them flourish in the English language. I could see them flourish in inquiry. I could see them

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grow in the way they would articulate academic concepts also even though some of them would not pass the STARR. I was focused on learning as opposed to focusing on the test. (Coordinator D personal communication, November 8, 2018)

Coordinator D shared that they meet weekly with Principal D but that IB is only a part of the conversation, "we met weekly and in there I bring in any IB updates that I have with or anything related to the fifth grade, I'm in charge of fifth grade as well" (Coordinator D, personal communication, November 8, 2018).

The data provided in the interviews indicated that Principal D's leadership behaviors were creating conditions that contributed to a depth of learning. Principal D believes that student learning is more important than student test scores and that there is not a set process that teachers and students must follow to achieve. Test scores from Campus D place it in the lower portion of the entire state of Texas and Principal D was still committed to moving the IB PYP program forward.

Length. Sustaining leadership requires that leaders are ready for a change in leadership to occur. Hargreaves and Fink make the point, "taking responsibility for leadership succession is essential to ensure that improvement efforts endure overtime" (Hargreaves & Fink, 2006, p.56). Participants were asked to respond to a series of questions designed to see if they were putting systems in place to help the program survive the inevitability of a leadership change. During our conversation about challenges associated with the IB PYP Principal D shared, they were worried about the sustainability of the IB PYP.

The other part that I worry about it only because I have this experience now

having left other schools is when you leave things change yeah and so how do we

make this program sustainable that it does not die again. I mean it is revived here,

it is not flourishing, it is pacing along, but we need to break into a jog here, how

are we going to make it do that? I am not planning to leave anytime soon, but by

the same token, you never know. (Principal D, personal communication,

November 2, 2018)

I asked Principal D to what would happen to the program if they were to leave

the campus for any reason. They responded that the program sustainability depended on

whom the district selected to be the next principal of the campus. When asked if there

was someone on the campus who could step into the role as principal should they leave.

Principal D shared that the IB coordinator could stake over. Principal D shared that they

did not have a formalized succession plan that had been shared with anyone at the

district, but that they were making it a point to take Coordinator D to as many events as

possible and telling people, "this is somebody you need to keep your eye" (Principal D,

personal communication, November 2, 2018).

When asked to describe the process of replacing their IB Coordinator at the

beginning of the last school year. Principal D shared that they were fortunate to have

found someone who, "was an awesome teacher and she definitely understands the

philosophy, she loved the training" (Principal D, personal communication, November 2,

2018). However, Principal D added that it takes time to bring along a new Coordinator D

and that as a principal they are keeping the program afloat.

Yeah, you got to give it the time, and the support to a new coordinator. When they say I need a half day with the teachers, okay you need to have a day with the teachers. I do not like the way this planner is going we need time to go over the planner and revise it okay. I will give you some time for PD for the teachers to get a half day, so I feel like I definitely am key to, I am keeping it alive. (Principal D, personal communication, November 2, 2018)

I asked Coordinator D what would happen to the program if the principal left, and they responded that it would be their responsibility to ensure the next principal understood the IB PYP so the program could flourish.

Then it would be my job, if the principal still has not been involved with IB or is unaware of how the program works it will be my job to get them on board and introduce the concepts, show the evidence, and tell them our history to walk them through how we can continue to make it stronger. (Coordinator D personal communication, November 8, 2018)

When asked what would happen if they left the campus, Coordinator D replied, "I think if I left the campus, we have created a lot of teacher leaders for sure that could step up" (Coordinator D personal communication, November 8, 2018). Coordinator D shared that they did not have a formalized succession plan but that the principal had done a great job of growing potential leaders on the campus. (Coordinator D personal communication, November 8, 2018)

The data provided in the interviews indicated that Principal D was taking responsibility for their inevitable leadership succession and trying to minimize the

impact to the IB PYP and the campus. Principal D has been proactive in identifying who would step into their role and has empowered other leaders on the campus to do the same. Principal D has been grooming Coordinator D and expanding their role outside of the campus so that they have a leg up should the principal leave the campus.

Breadth. Sustaining a program like the IB PYP requires that leadership be shared across the campus and include multiple stakeholders, such as the principal, coordinators, teachers, parents, and students (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions to designed to see if the leadership, ownership, and responsibility of the IB PYP was being shared across multiple stakeholders, or if it was kept in the hands of the Principal and coordinator. Principal D shared that ownership of the IB PYP was still in the hands of the administration, "right now I think it's the Coordinator and me" (Principal D, personal communication, November 2, 2018). When asked the same question, Coordinator D shared that they believed the ownership of the program extended beyond the administration and also included the teachers.

> I think all of us, all of us for sure and I feel that the owners are the teachers, myself, the admin staff, and we know that we are doing our job when we see our students just helping each other and creating those leaders within our campus. (Coordinator D personal communication, November 8, 2018)

Participants were then asked who they felt had been the driver of the IB program at their campus. The leadership of Campus D agreed that the driver of the program was the Principal D and not the IB coordinator. Principal D attributed this to the fact that the

coordinator was new to the role. (Principal D, personal communication, November 2, 2018) While Coordinator D was of the mindset that the principal sets the vision for the campus and is, therefore, the driver.

> The principal is, and I feel that any principal is because if the principal has it in her vision she will accommodate it, provide the funds to have our program flourish, support our initiatives, and support the teachers in providing what they need to succeed it in the classroom. And if you do not have someone that understands the program, and who cares for the program, who wants the program to remain active, then you do not have anything. (Coordinator D personal communication, November 8, 2018)

> The leadership was then asked how they support teacher professional growth. I was interested in learning if this was a process they farmed out to consultants or did they try and grow leaders on their campus by allowing teachers to lead professional development for their peers. The leadership of Campus D both shared that they have used consultants to support literacy and IB on the campus. When asked if teachers were given a chance to lead PD for their peers the leadership of Campus D described how they had started a new initiative to allow teachers to learn from one another.

> So one initiative that I started spring semester of last school year is my after school workshop parties I'll send a survey to the teachers asking them what instructional practice they want to focus on and so basically we make it fun after school, and it's teacher lead, and we have computers available, printers available and the goal is for teachers to learn from each other and at our last party we

focused on interactive reading, science and math notebook and the teachers

presented the notebooks, the strategies they used to organize it the effect it has

had on instruction and academic achievement and the teachers walk away with

different ideas, and then they collaborate together. (Coordinator D personal

communication, November 8, 2018)

During my conversation with Principal D, they spoke about how their goal is for

the campus is to be an exemplary IB school where the teachers are passionate about the

IB PYP.

I am not happy that we are not an exemplary IB school that I want to be. I want

the excitement to come from the teachers. I want them to light up when they post

the great project that came out of their latest planner. I want them to come to me

and have their reflection state that we need to do something different with the

way we are going to do the curriculum next year, and they need me to help

support them fighting for a different way of doing the literacy block. (Principal

D, personal communication, November 2, 2018)

The data provided in the interview indicated that Principal D was creating a sense

of shared ownership of the IB PYP on their campus. Principal D and Coordinator D were

not in agreement of who owned the program, but they have put systems in place to allow

multiple stakeholders to become invested in the long-term success. The campus has

meetings for the parents and both participants described how the campus is structured to

allow opportunities for teacher leaders on the campus to lead professional development

for their peers.

Justice. Sustainability includes not only the maintenance of individual initiatives on campuses but also that leaders are mindful of the impact that their actions and programs have on the schools and students near them and across their entire district (Hargreaves & Fink, 2006). Participants responses were analyzed to see if they were aware of the impact of the IB PYP program on the schools around them and the district. Principal D shared that the campus currently serves as an overflow school, so they are required by the district to take students from other schools once those schools reach capacity, and that they did not have a way to take students who were not zoned to them. When asked if they try and show parents whose students are sent to the school the value of the program to convince them to stay beyond one year. Principal D replied.

> I think it is mainly still our neighborhood kids not necessarily kids that whose parents will really want to come here…Again we have parents who are not well versed on exactly what the IB PYP is even though we have had two meetings about it, and it is still like real hazy for them. (Principal D, personal communication, November 2, 2018)

I asked Coordinator D to describe the impact that the program had on the surrounding school community, and they spoke about how their school was not well known and that they felt like the school lost students to other schools despite having the IB PYP.

> I do not think the community is very well aware of what we all have to offer because we are nestled in this small community. We have surrounding elementary schools that are bigger and more known, so I think we are kind of in

the shadows we have surrounding schools that are performing higher on the state

test, and I think parents are more focused on that Unfortunately rather than the

programs we have on campus. (Coordinator D personal communication,

November 8, 2018)

When asked if parents of students who were sent to the school because of

overcrowding saw the impact on the IB PYP and then chose to stay? Coordinator D

agreed with Principal D that they did not feel like people were choosing them for the IB

PYP. However, they added that more parents wanted their students to go to an IB middle

school.

I can tell you that a lot of the parents want their kids to go to a magnet IB school

upon leaving us, so I guess the parents know the program and want their kids to

continue in the program. We help the parents in fifth grade we have after-school

meetings with them where we can help them enroll the kids at magnet schools.

(Coordinator D personal communication, November 8, 2018)

When asked if parents wanted to go to a middle school that offered the IB MYP or just a

better middle school, Coordinator D shared that they thought it was, "a little bit of both"

(Coordinator D personal communication, November 8, 2018).

In addition to being mindful of how the program impacts other schools, justice

also involves the sharing of knowledge and resources with the large school community.

Participants were asked if they had connected with other schools to share the benefits of

the program. Principal D described how another non-IB school from the district came to

visit the campus to see the program in action and that they have visits from other schools

to see the literacy program. (Principal D, personal communication, November 2, 2018)

The leadership team was asked to discuss their relationship with their immediate supervisor from the district to understand if they were working to share the potential benefits of the program for other schools. Principal D shared that they had not yet met with their immediate supervisor yet this school year and that in the past they had not had positive experiences.

> Yeah it has not happened yet, last year when I had one, well I had three last year, I had one he was here on a weekly basis, and we were talking instruction and after doing instructional rounds with follow up the debriefing at least once a week sometimes twice. The one before that never, the one after that never not even one walkthrough, and this year I think it happened once, but it only happened with my assistant principal, she was fine with that, so I was not along for that one. (Principal D, personal communication, November 2, 2018)
>
> I asked Principal D if they would like more support from the district.
>
> I would like more support we can always use more support…I mean I loved it when in the past I had a boss who was here, and he definitely had a sense of urgency and I mean he was not an IB knowledgeable person, but that did not matter I mean he was here to set expectations. (Principal D, personal communication, November 2, 2018)

While Coordinator D shared that during the visit with the principal's immediate supervisor the conversation was focused on making sure the teachers were getting the students ready for the test.

We do focus on data, and we do focus on curriculum alignment so are the

teachers teaching in accordance to what the highly tested TEKS are and our

teachers getting the assistance they need to strengthen the lesson plans there is a

little bit of everything. (Coordinator D, personal communication, November 8,

2018)

The data provided in the interviews indicated that Principal D was not aware of

any impact that the program has had on her neighboring schools or community. Principal

D shared one occasion during which they hosted another prospective campus but has

made no other attempts to share knowledge of the IB PYP and resources with

neighboring schools. Principal D has not been able to develop a relationship with their

immediate supervisor to foster additional support for the IB PYP at the district level.

Diversity. Sustainability requires that leaders advocate for schools that place less

importance on testing and standardization of instruction and instead provides teachers

and learners with diverse experiences (Hargreaves & Fink, 2006). Participants were

asked to respond to a series of questions about how district leadership and new policies

had impacted their campus and program. When asked if reforms at the district level had

impacted the program, Coordinator D answered, "no, I do not think so" (Coordinator D,

personal communication, November 8, 2018).

When asked if the campus and the IB PYP had been impacted by reforms both at

the district and state level, Principal D responded that the district was driving the IB

planners and that they believed that they still had to prove the campus could be

successful for that to change.

The district ties teachers hands behind their back because if they want the literacy block and if we have to follow the snapshot schedule then that means you everything that you do in terms of your planners has to be modified based on what the district wants. So we constantly have to modify. Like Oh no this is not going to work let us do a planner that fits in with the snapshot and that fits in with the curriculum… Everything else falls to the order of the district because I do not have the opportunity to opt out right now.

I think until we prove ourselves until they see some distinctions on this campus, I do not think that is going to change. I think it falls on us to say okay, let's get over this hurdle and let's show them how successful we can be, so that they can start focusing on that they did it because they were IB. Right now they are saying this campus is still barely staying above water, and that is their concern, and I can see their point, I would be concerned too. (Principal D, personal communication, November 2, 2018).

The data provided in the interviews indicated that Principal D had not created a campus environment where instruction was valued over accountability. Principal D shared that the campus was still required to adhere to district policy and various standardization attempts and until the campus could prove that they could be successful they would not be able to shift the focus away from assessment and accountability.

Resourcefulness. An often-overlooked component of sustainable leadership is resourcefulness, which encompasses being good stewards of both financial resources, but also ensuring that leaders are taking care of themselves, and those around them.

(Hargreaves & Fink, 2006) Participants were asked to respond to a series of questions designed to see if they were taking care of both the human and financial resources at their campus.

When asked if the campus has leveraged external stakeholders to help pay for the cost of the IB program, the leadership of Campus D both detailed that the program was solely funded via the school's budget. Principal D shared that use the campus budget to cover the cost of all the fees and training associated with IB.

> No, we fund it completely regular budget. I know that with some schools the
> PTO is able to do that, but ours does not raise any money, it is more like a PAC.
> They do not have the means to raise money, I mean it is just not something that I
> can throw at them, so we pay for it out of our regular school budget. (Coordinator
> D, personal communication, November 8, 2018)

Resourcefulness also includes advocacy on behalf of the school and students to help ensure better long-term outcomes. The participants were asked to respond about their efforts to engage with leaders at the local, state, or national levels to share things about their students and schools. When asked about local advocacy efforts Principal D shared that they had met with the local school board member and that, "I got a lot of help from her" (Principal D, personal communication, November 2, 2018).Coordinator D shared that they could not recall a time when they interacted with any local officials, but that they were willing to engage with them if given a chance. (Coordinator D, personal communication, November 8, 2018).

Resourcefulness also includes taking care of one's own self, and participants

were asked to speak about their hobbies and life outside of work. Participants were asked to speak about their hobbies and life outside of work. Coordinator D shared that in addition to taking part in a future assistant principal leadership program that is put on by the district, they have a small child at home, so they are very busy. (Coordinator D, personal communication, November 8, 2018) When asked about their hobbies, Principal D shared that they were an avid runner and that they made it a point to be physically active. (Principal D, personal communication, November 2, 2018).

The data provided in the interviews indicated that the leadership of Campus D is engaged in demonstrating a healthy work-life balance for the teachers of campus. However, data from the interviews also indicated that Principal D was not fiscally resourceful in creating conditions to support the long-term sustainability for the IB PYP on their campus. The entire program was funded out of the campuses general budget which changes annually and is based on multiple factors outside of the principal's control. Principal D indicated that they have a relationship with their school board member, but they were unable to share any benefits to the campus or the program that had arisen out of this relationship.

Conservation. The final principle of sustainable leadership is conservation or the idea that campus leaders must keep an eye on past successes and challenges to ensure that programs are designed to sustain through the various reform cycles in education (Hargreaves & Fink, 2006). Participants were asked to discuss if they could foresee a time when the campus ceased to offer the IB PYP, and what they think the consequences of this decision would be. Principal D shared that they believed that an inexperienced

principal who did not understand the program could make a choice not to keep the program.

> I really believe that for a school like this as small as it is, with a limited budget you will need to have an experienced principal come in and take over and especially knowing that it is an IB school, that's a program you need to maintain especially in a Title I neighborhood. Yeah, so that is what worries me is that in this district that is where they put the most inexperienced principals in schools like this. (Principal D, personal communication, November 2, 2018).

Coordinator D had a similar response when asked to share about a time when the school no longer offers the program. "perhaps if we have a new principal that is centered on increasing the state test, I can see how they could do away with it" (Coordinator D, personal communication, November 8, 2018).

Asked to speak about what the consequences would be if the campus no longer offered the program, Principal D replied that the parents would be indifferent, and the teachers would be relieved not to have to worry about the IB PYP. (Principal D, personal communication, November 2, 2018). Coordinator D agreed that parents would not be upset if the school no longer offered the program, but added that the teachers, "may care" (Coordinator D, personal communication, November 8, 2018).

The data provided in the interviews shows that Principal D had not created conditions to allow the campus to sustain the IB PYP should a leadership change occur. Principal D is aware of the challenges that the campus faced when the program was initiated on campus, but they have not worked to address those challenges and still face

issues with teacher quality and recruitment. The responses from both Principal D and Coordinator D indicate that long term program sustainability is directly tied to the support of a new administration and that neither parents nor teachers are directly invested in the long-term success of the program.

Research Question Three

To answer the research question three, in what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting? I compared the answers of the Principal D and Coordinator D to see if they could identify a shift in the way they approach school leadership because of the time they have spent at an IB World School. Participants were asked to describe their leadership style and if the PYP has changed the way that they lead. Principal D indicated that their leadership style was very demanding and required them to have someone to balance them out.

> I am very driven. I definitely know myself, so I try to surround myself with people who kind of balance me out. I need the person who is very motivating, encouraging and the all the fuzzy wuzzy stuff cheerleader type. We got to get things done, we got goals to accomplish, things to do and I am very competitive and so the, the more I get accomplished, the more I want. I am never happy with what I have, so yeah I think that may be difficult in a situation like this it is a small school and we have limited resources, and I want things to happen now, yesterday for that matter. (Principal D, personal communication, November 2, 2018)

When asked if the PYP changed the way that they lead the school, Principal D described how the IB PYP has made them more balanced in their approach to working with staff.

I think the IB PYP has definitely made me aware of being more balanced in my approach to working with people. I have done some things that I probably would not have done before like having the little animal farm back there and being involved in the actual gardening and taking care of the animals myself. Trying to incorporate cute ideas and stuff, so yeah I think it has changed me in a way. (Principal D, personal communication, November 2, 2018).

Asked to describe their leadership style coordinator D responded:

I would say my leadership style is a little bit of teacher driven and student driven. I think I empathize too much with my teachers, but I think that is what they need. They need someone to understand that teaching is an art, and it incorporates a lot on a daily basis, and I understand that, and I am here to support them. (Coordinator D, personal communication, November 8, 2018)

Coordinator D was asked if the IB PYP had changed their approach to leadership and they described how they have become more balanced and that they approach their work with teachers in the same way they used to work with students in the classroom.

I do not forget what it was like to be a teacher. Now as I leader I have to balance myself, and I let the teacher in me come out when I am meeting with teachers. Because I know the struggle and I know the pressure they feel, so I try to

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understand them. Whenever we have a new teacher who has never been at an IB school, I breakdown the process in baby steps and let them know what themes mean, what does the profile mean, how they can start incorporating it little by little into the curriculum. (Coordinator D, personal communication, November 8, 2018)

To understand the impact of the program on their attitudes and beliefs, participants were asked if they would choose to begin the authorization process in the event they ended up leading a non-IB-school. The leadership team of Campus D both expressed that they believed in the program and would want to bring the IB to a new school. Principal D shared that they would have to gauge the readiness of the campus and that they would start by bringing implementing components of the program.

I would, I would have to see the readiness at the school, and if it is a turn around campus, I would not take it on immediately. Once I started getting my own people there and knowing what I know about teaching interdisciplinary units then yes I would be pushing for it. (Principal D, personal communication, November 2, 2018)

Coordinator D's response illustrated how deeply program had impacted them during their time as a classroom teacher and how they wanted to ensure that more students have access to the program.

I would love to continue with the program. I think it is great. I think it does wonders for our kids and seeing them mature academically it is wonderful. At the end when the kids are working on their research, and they are just, so I don't

know how to explain there just so enthusiastic, and as their learning new things

new questions pop up and then they take the research a whole different direction.

I mean it is just amazing to see that with children who do not have the resources

at home, but they are still working at school it is just amazing. (Coordinator D,

personal communication, November 8, 2018)

The data provided in the interview indicated that the leadership styles of

Principal D and Coordinator D had been influenced by the implementation of the IB

PYP on their campus. Principal D described how they have become more balanced and

taken a different approach to supporting staff since working at an IB World School.

Coordinator D also shared how they have become more balanced since working with the

IB PYP. The IB PYP has so positively impacted both Principal D and Coordinator D that

they would bring the program with them if they were asked to lead a new campus under

the right conditions.

Research Question Four

To answer the research question Four, what are the non-curricular benefits of the

IB PYP on the campuses as perceived by the principals, and IB Coordinators? I

compared the answers of the principal and coordinator from the interviews with all

available data. First, I asked the participants to discuss from their perspective how the IB

PYP has affected the campus culture, and Principal D described how over the past few

years' teachers are beginning to embrace the IB and how it has made the campus a better

place.

I mean I am beginning to hear things now like we should do this it is kind of IB. Whereas before it was not even mentioned nothing was IB, I mean it was not even a thought it was more of an oh yeah we have to do the planner, oh yeah the planner is hanging over here let me go blow the dust off of it. So now teachers are getting excited because, it is like how can we do the community garden, how can we incorporate our little farm? So there is more of that actually when we have had like family nights they have incorporated some of the activities to include our community garden petting zoo or whatever it is beginning to feel a little bit more real I guess more integrated.

I got a lot of flak before about because people were teaching ESL here, of course, we know most of the kids her are ELL's they wanted to teach reading in English and then reading in Spanish. That is not best practice because second language acquisition says we teach ESL through another content in the context of another discipline and that was hard to get through. Now teachers are beginning to think about ESL strategies we can use during science instruction, during math instruction. I have walked into a class where the teachers are actually teaching math in English even though there is that content is supposed to be in Spanish, but at least they are attempting to do it, whereas before it was like no we can only teach ESL if it is during reading instruction in English. (Principal D, personal communication, November 2, 2018)

When asked about the specific impact on the culture, Coordinator D described how the students had been so impacted by the positive environment created by the teachers and that they were now taking ownership of the campus.

I think our staff is very friendly and very helpful and in turn, it relates to our kids. Our kids are very nice, very friendly, they will greet you with a hello good morning or how are you. They care for animals like our chicken coop they start growing their veggies in our garden when we have visitors often times they tell us that they love coming here because of the environment, the attitude, and positivity. Even the subs, they like to stay here because they think that our kids are wonderful. (Coordinator D, personal communication, November 8, 2018)

When asked to share if they felt that the IB PYP had an impact on teacher's classroom management, Principal D and Coordinator D agreed that the IB PYP had a positive impact on the teacher's classroom management.

I mean you walk through this campus you will never see a teacher raising their voices to students, it is very respectful. They might say we have discipline problems; the kids are horrible but other people coming in their just amazed. I have no problem finding subs they love coming here. (Principal D, personal communication, November 2, 2018)

I asked Principal D if the campus had always been a positive place, or if there was a shift that could be attributed to the program. They shared that the campus always had a small number of discipline problems, but went on to described how the campus is a relaxed learning environment.

I do not know if it is the modeling that I do based on the learner profile, or

because they finally caught on the training that we did. I do not know, but it is

definitely, you can feel that that around the campus that is just very it got this sort

of laid-back, sort of organic, kind of feel to it. (Principal D, personal

communication, November 2, 2018)

Coordinator D described how both students and teachers have embraced the

learner profile and shared about the impact on the PYP on campus.

The students really try to showcase the learner profile and attitudes. Last week I

walked into a first grade classroom, and I had to ask the teacher a question, and

she had a student leader, and he is answering questions, giving praise to students

that are doing their work, or taking class Dojo points for those students are

getting distracted, you could tell it was an IB classroom in every way.

(Coordinator D, personal communication, November 8, 2018)

Coordinator D was asked if they felt like this experience permeated the campus

or if it was limited to specific classrooms.

No, I think the learner profile is like the first thing students gravitate to, and they

started making connections. When they are reading autobiography and biography

that's when you really see them dive deep into them and they start showcasing

them themselves. For example, in the cafeteria, we have an IB shout out bored

with all of the learner profile displayed and whenever a teacher or student sees

someone else exhibiting any other learner profiles we give them a shout out. For

example, Adam was a great communicator because he helps his parents translate in the office. I think that has created such a positive environment at our campus. (Coordinator D, personal communication, November 8, 2018)

To illustrate any non-curricular benefits that the campus may see from the IB PYP, I asked the participants if they felt that the IB PYP had had an impact on the campuses enrollment. The leadership of Campus D both shared that the campus had suffered an enrollment decrease during the last few school years, which they attributed to an extreme weather event that devastated parts of the school community. When asked if the program had an impact on attendance Principal D replied, "I do not know we are an overflow school, so they come here whether they want to or not sometimes" (Principal D, personal communication, November 2, 2018). I asked Coordinator D if the program had any impact on enrollment, and they replied, "Not necessarily, unfortunately, I do not think so" (Coordinator D, personal communication, November 8, 2018).

When asked about the impact of the program on attendance Principal D shared that since they arrived on campus, the attendance rate had improved from 96.9 % to above 98%. Principal D also described the systems that they had put in place to support their students and their families to help make attendance a priority which included home visits for students whose parents do not call the office when they are going to be out.

To further investigate the participant's responses about any non-curricular benefits associated with offering the IB PYP, I compared the answers provided against campus enrollment and attendance data retrieved from the Texas Education Agency. The

enrollment data retrieved and displayed in Figure 7 indicates that Campus D has seen a

decrease in enrollment of 88 students since the school became an authorized IB World

School in 2008.
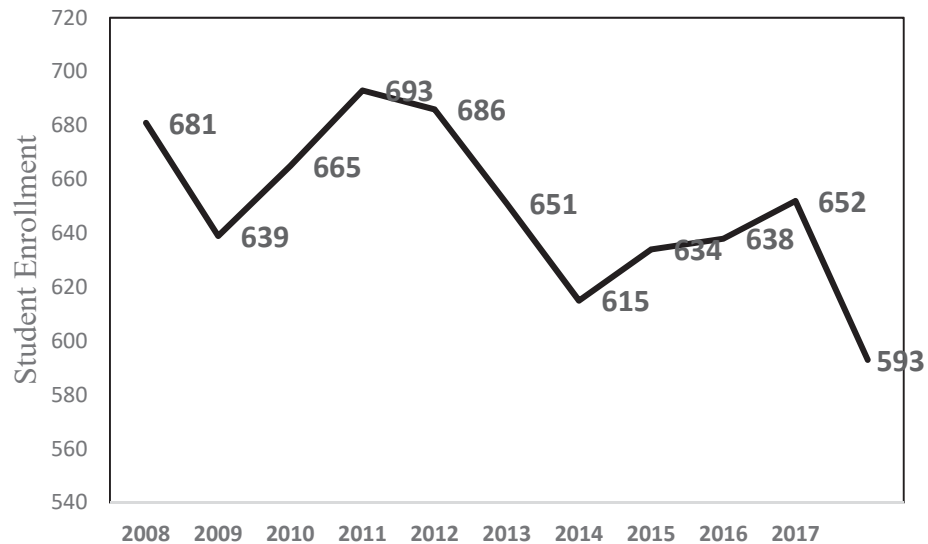
Figure 7. Campus D enrollment data 2008-2017

Figure 8 shows the student attendance rate from the time the school was

authorized through the end of the 2017 school year, which was the most recent data

available from the Texas Education Agency. This data indicates that the student

attendance rate at Campus D has decreased six-tenths of a percentage point since the

school became an authorized IB World School in 2008.

The data provided in the interviews indicated that Principal D and Coordinator D

feel that campus has seen benefits from offering the IB PYP that extend beyond the

enhanced instructional program. Principal D shared that as teachers have begun to

embrace the IB PYP and as a result, it has changed their approach to teaching and has

contributed to a more respectful campus environment while Coordinator D added that

the learner profile had an impact on the entire campus
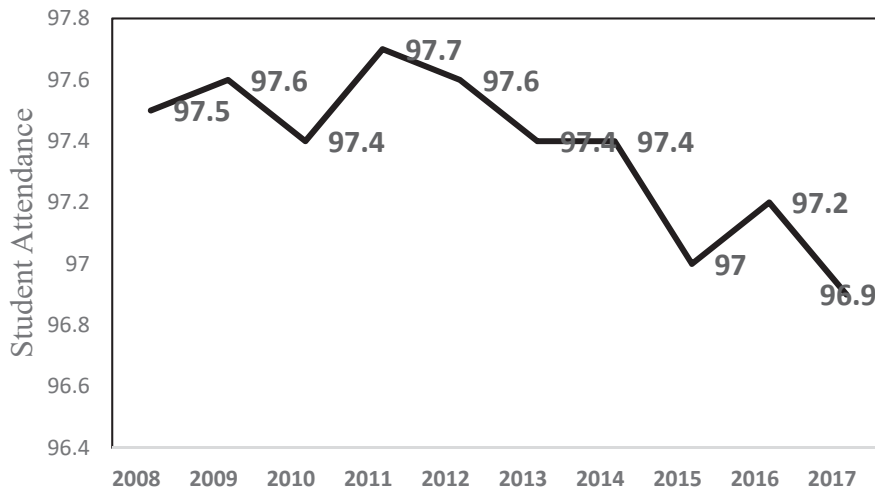
Figure 8. Campus D attendance data 2008-2017

When asked about the impact of the IB PYP on student enrollment Principal D

and Coordinator D both believed the program had not impacted student enrollment. Data

retrieved from TEA indicates that the campus has seen student enrollment decrease of 88

students since they were authorized to offer the IB PYP. Principal D shared that they

believed the IB PYP had an impact on the campus attendance rate because of the way

that they now focused on serving the students families. Principal D believed that the

attendance rate on the campus was above 98%. Data retrieved from TEA indicates that

the campus attendance rate 96.9% and this is six-tenths of a percentage point lower than

the year the Campus D became an authorized IB PYP world school.

CHAPTER VIII

CASE STUDY CAMPUS E

Introduction

Campus E serves approximately 652 culturally and economically diverse students in Pre-kindergarten through fifth. Based on 2017 TEA School Demographic data, Campus E has a student composition that is 25% Caucasian, 42% Hispanic, 12% are African American, 17% Asian, and 3% multi-racial. Of the total school population, 46% of students are economically disadvantaged, 54% are at risk, and 36% are English Language Learners. Approximately 11% of the students are gifted and talented, and 7% of the students receive special education services (TEA, 2017).

Campus E is a school-wide Title I campus because over 40% of the students are economically disadvantaged (TEA, 2017). The instructional programs serve students in general, ESL, gifted and talented, bilingual and special education classes. Campus E is classified as a neighborhood school and does not have any programs that allow it to compete for students. Campus E became an IB World school in 2014 and has had multiple principals since the beginning of the IB authorization process (IBO, 2018). According to TEA (2018), Campus E was rated a B campus under the state's new A-F accountability system.

Principal E began their career as an administrator in 2002 and has spent the last 16 years in a variety of leadership roles in both public and charter schools. Principal E has served in a variety of campus and central office leadership roles from middle school principal to assistant superintendent. When asked to describe their experience with IB

before taking over the school Principal E replied, "I knew very little, virtually nothing prior to becoming principle here" (Principal E, personal communication, October 17, 2018).

Coordinator E began their career as a classroom teacher 19 years ago and taught in both public and private school settings. They worked as a classroom teacher at Campus E until 2014, when they were selected to serve as IB coordinator. When asked about IB experience prior to working at Campus E, Coordinator E replied, "well, I had no knowledge honestly that IB existed in terms of like all of the concepts behind it, but I had always been that type of teacher" (Coordinator E, personal communication, October 28, 2018).

The participants were asked to share any information they had about the rationale behind the decision for the campus to become an IB PYP World School. Principal E shared that there had been a few principals since the school had become authorized and that they were not aware of the exact reason the school chose the IB PYP, but they felt, "this campus is a perfect fit for an IB program given the international nature of the school. I mean it is assumed that the past leaders knew that it was an internationally recognized great program for kids academically, socially everything" (Principal E, personal communication, October 17, 2018).

Asked about why the school pursued the IB PYP, Coordinator E explained that past leaders of the school sought out the program as a way to bring an identity to the school that was at the time serving as an overflow school to many of the schools around them. (Coordinator E, personal communication, October 28, 2018)

Research Question One

The IB defines leadership as, "the effective management of resources, people, time, and money to ensure the enhancement of the teaching and learning in order to address the overarching mission of the school" (IBO, 2009, p. 1). Therefore, my initial research question, was how do campus leadership practices affect IB PYP implementation in urban elementary schools? Participants were asked questions about their leadership practices and how they support the ongoing implementation of the IB PYP at their campus. Participants were initially asked to share what they see as the advantages of the IB program for their campus and students? Principal E shared that the program was rigorous and provided students with an education that was not rooted in test prep.

> In the PYP it is schoolwide it is a rigorous program academically, and it is fun for the kids. I think there are benefits that go beyond academics, the learner profile, including things like to inquire, be a risk-taker, caring, and principled these are important values that I think most parents would want for their children and they go largely unaddressed in non-IB schools. Because frankly none of those things are on the state test. (Principal E, personal communication, October 17, 2018)

Coordinator E described the benefits that the program has had on the students learning during their time on the campus.

> I think the best part is what we see reflected in student learning, before I feel like being in a non-pyp campus it was I do, we do, and you do, and that is pretty

much it. So now there this piece where you see students become thinkers, and they are asking questions, and they are guiding their own inquiry. I see more visible student thinking, I think when I first came here obviously the framework was there, and then the new teachers coming in were able to see that grow and blossom. (Coordinator E, personal communication, October 28, 2018)

In addition to the benefits of the program both of the participants were asked to share what they perceived as challenges associated with the program and Principal E described the difficulty of funding the program and ensuring that all students received the support they need to be successful in an IB school.

I think the first thing that comes to mind was it is a pretty large financial commitment and making sure that we have enough money to pay for the annual fees which are about $9000. Making sure we have enough money to and most importantly keep our teachers trained with the various category 1, 2, and 3 trainings that they need to be effective IB educators, so financially it is a huge commitment.

I think because it is a rigorous program, and if you look at what is required by the state for the gifted and talented program, and then you overlay that with what is required by IB units of inquiry they are pretty much the same. And so making sure that the kids who are not as high as the other kids receive the support they need to be successful in an IB program. (Principal E, personal communication, October 17, 2018)

Coordinator E spoke about the challenge of moving teachers to a more student-centered mindset and the fear or having students not perform well on the state assessment.

I think one of the challenges is teacher mindset, because we have a variety of teachers that come from a variety of backgrounds, and some individuals feel that they are meant to teach only a certain way and that they should be the holder of knowledge. So turning some of that over to the students there is a fear factor. And then you have the part where if you are a testing grade your worried what if the kids do not get it, like what if they do not perform well if I go to this morning inquiry-based instruction what will happen to my data. I feel like there is not with all teachers but with some teachers you can see the kind of the push and pull that this is great for kids, but I want my test scores to be awesome. (Coordinator E, personal communication, October 28, 2018)

Asked what wins out when there is the struggled on the campus between the IB and accountability, Coordinator E shared.

I feel like in the beginning of the year IB is the winner because we try not to start the year off with fill out the worksheet and pull out the test practice, but you can see it a shift when it is April or May when it becomes less inquiry-based and more direct teaching. (Coordinator E, personal communication, October 28, 2018)

When asked if there was pressure from the school district to keep and maintain high test scores regardless of the impact on the program. Principal E shared that the only

pressure they felt was rooted in the fear that they did not want the school to become a test prep campus.

> I mean our scores are good enough…I do not feel the pressure, I mean I put pressure on myself to make sure our test scores are in a good enough range that we will not have to become a test factory because you cannot be an IB school and be a test factory. (Principal E, personal communication, October 17, 2018)

This response was validated by what Coordinator E who shared that they have not felt any pressure to increase test scores, and they attributed this to the fact that schools scores had remained consistent over time. (Coordinator E, personal communication, October 28, 2018)

During our interview, Principal E also made the statement, that, "IB education and test prep are at complete odds with one another" (Principal E, personal communication, October 17, 2018). When asked why there is a perception that IB PYP is a silver bullet and it can fix everything, Principal E replied.

> I think it is because it is a very respected brand IB around the world, I think because a lot of the schools in our district that have IB have been successful on the test, so they may be making a connection between IB education and testing and in reality, is probably not there…but I'm not worried about it because it to me IB education is way more important than STAAR scores. (Principal E, personal communication, October 17, 2018)

Participants were then asked to describe how they approach supporting professional learning communities on the campus? The leadership of Campus E shared

that the IB coordinator meets with grade level teams twice a month and that the teachers

generally get around 5 hours a month of IB specific planning time. (Principal E, personal

communication, October 17, 2018)

When discussing their approach to professional development on the campus

Principal E shared that the school had recently experienced a severe budget cut and as a

result, they were no longer able to afford to send teachers and staff to the annual IB

conference. Principal E described how in years past they would send as many teachers

and staff as they could to conference as a way to support their development. (Principal E,

personal communication, October 17, 2018) Coordinator E added, "I kind of try and let

teachers drive the professional development because if I design it and make it for me, it

is not tailored to them" (Coordinator E, personal communication, October 28, 2018).

When discussing if the IB PYP had an impact on the teacher turnover rate.

Principal E shared that as teachers have started to buy into the program, they have seen

less turnover.

> I think IB takes a long time to take root but the parents and kids by in pretty
>
> quickly, but I think with the staff it is a process of getting people to buy in and
>
> some people will never buy in. So I think the first couple of years turnover was
>
> very high people, there are people who that is not the way they teach there not
>
> comfortable with it, they are not inquiry-based, they are not transdisciplinary,
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> they did not want to be. In many cases pretty good teachers, but it is not
>
> comfortable, then it if I am going to make them do it then, they were going to
>
> leave which happened, and that is fine. We know that we are not going to be an

IB school overnight, and we made the decision to be one and so what started

happening in the last three years is people are no longer leaving. They might be

there coming to our school because of IB, and they want to be IB teachers, so the

staff has been very stable the last three years. (Principal E, personal

communication, October 17, 2018)

Coordinator E shared that the school had adopted a new interview protocol to

help weed out those people who were not going to be comfortable in an IB setting.

We kind of changed our interview process, and so really gave them kind of an

upfront snapshot of what they are looking at as curriculum writers, and so some

people were not interested in that off the bat, so we kind of help prevent future

turnover. I think this year maybe we lost five teachers and not all to IB and that is

how we combat that. (Coordinator E, personal communication, October 28,

2018)

The data gathered from the interviews indicates that Principal E is a capable

leader who understands the IB PYP and how it impacts their campus. They are

committed to offering a strong IB program for their students and are effectively utilizing

their resources to ensure that they provide an inquiry-based transdisciplinary education

to their students.

Research Question Two

Hargreaves and Fink (2003) stated that there are seven principles of sustainable

leadership and that the principles can be enriched by leaders as they construct meaning

to embrace their own implicit knowledge and experiences, of leadership and change. The

seven principles that guide sustainable leadership are: (a) creating and preserving sustaining learning; (b) securing success over time; (c) sustaining the leadership of others; (d) addressing issues of social justice; (e) developing rather than depleting human and material resources; (f) developing environmental diversity and capacity; and (g) undertaking activist engagement with the environment.

Depth. Hargreaves and Fink (2006) point out that sustainable learning needs to go deep and that it is a slower, more thoughtful process that does not align with the current education system that relies on assessment and accountability. Participant's responses were analyzed to see if they were building and fostering conditions on their campus that would contribute to a depth of learning. The Leadership of Campus E agreed that learning is more important, with Principal E making the case.

> Learning because kids can show a huge amount of growth and still not past the
> state test, so learning. Kids that have already passed the state test year after year,
> they still need to be learning. We still need to be pushing them to an even higher
> level. Learning to me trumps passing the state test. (Principal E, personal
> communication, October 17, 2018)

Coordinator E shared their belief that achievement is a by-product of learning and that if you are learning, then you will achieve.

> I think student learning because if you are truly generating meaningful learning
> opportunities, then achievement is a natural response. You cannot say I am
> learning, but I am not going to achieve so I feel like learning would come first,

and achievement is a product of your learning. (Coordinator E, personal

communication, October 28, 2018)

Asked how often they met with the principal to talk about IB PYP, Coordinator E

shared that they meet with the principal at least 2-3 times a month and then on an as-

needed basis. Coordinator E added that they usually always meet with the principal

before any IB planning meetings because the principal, "wants to get a sense of what the

teachers are doing" (Coordinator E, personal communication, October 28, 2018).

The data provided in the interviews indicated that Principal E's leadership

behaviors were creating conditions that contributed to a depth of learning. Principal E

believes that student learning is more important than student test scores, and they are

working to create a Campus Environment where even those students that have already

been successful are pushed to learn and grow.

Length. Sustaining leadership requires that leaders are ready for a change in

leadership to occur. Hargreaves and Fink make the point, "taking responsibility for

leadership succession is essential to ensure that improvement efforts endure overtime"

(Hargreaves & Fink, 2006, p.56). Participants were asked to respond to a series of

questions designed to see if they were putting systems in place to help the program

survive the inevitability of a leadership change. I asked Principal E to discuss what

would happen to the program if they were to leave the campus for any reason and they

shared that they feel like the program is sustainable regardless if the new leaders have a

background in IB or not.

I think the program solidly in place here, and I think that if they hired someone

IB experienced that be great, but also think if they did not hire someone with

experience, I think the program has been here, I think the program is now at a

level at which it can be sustained and survive personnel changes. Unless they

hired someone who came in and wanted this to be a test prep factory, and push

nothing but test prep and then the program would die. (Principal E, personal

communication, October 17, 2018)

Principal E shared that they did not have a formalized succession plan, but that

they had already begun to identify teachers on campus who could step into the role of

assistant principal or IB coordinator should either of those positions become vacant.

Principal E also shared that there was not anyone currently on the campus that could step

into the role of principal should they leave for whatever reason. (Principal E, personal

communication, October 17, 2018) When asked what would happen if the coordinator

left, the Principal E shared that they, "would most likely promote someone on our

current staff to the position and we would keep marching right along" (Principal E,

personal communication, October 17, 2018).

Coordinator E agreed with Principal E that if a new principal took over the

school, the program would continue but only as long as," the IB coordinator was there"

(Coordinator E, personal communication, October 28, 2018). Coordinator E also agreed

with Principal E that the program would continue if they left campus, but they were

concerned that a new coordinator would have to engage with technology to keep the

program at a high level.

I think that the program would continue. I think from the technology side if they do not put someone in that can maintain that then it would fall through. Our complete Program of Inquiry is now digital, everything we do when we order resources or books we have an online library. Someone would have to want to continue on that side is not required, but it helps with planning and purchasing different things. (Coordinator E, personal communication, October 28, 2018)

Coordinator E shared that there were a few teachers on campus whom they are grooming if they leave and that they had informally shared the information with the principal.

I have always maintained that I am not going to be here even though I am completely happy or making it work. I let the staff know that life happens, and I cannot promise that I will be here, and you will have to be able to you continue and plan and growth without me. So I encourage people that if you are interested, and this is something you want to be whether IB coordinator here or at another school let me know so people have come up and said I do not want your job, but I would like to be a coordinator one day what do I need to do. (Coordinator E, personal communication, October 28, 2018)

The data provided in the interviews indicated that Principal E was not taking responsibility for their inevitable leadership succession and was not trying to minimize the impact to the IB PYP and the campus. Principal E has not been proactive in identifying who would step into their role and as a result, the IB PYP could suffer depending on who is asked to lead the campus.

Breadth. Sustaining a program like the IB PYP requires that leadership be shared across the campus and include multiple stakeholders, such as the principal, coordinators, teachers, parents, and students (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions to designed to see if the leadership, ownership, and responsibility of the IB PYP was shared across multiple stakeholders, or if it was kept in the hands of the principal and coordinator. Principal E spoke about how ownership of the IB PYP should rest in the hands of the whole school but that if had to name one person, it would be him.

> Me in conjunction with the IB coordinator, but I mean if you want the jewel-encrusted answer that should be all of us in the school owning it and that is true but if the question was which one person and that would be me because I am the head of school. (Principal E, personal communication, October 17, 2018)

Coordinator E shared that overtime the teachers have taken more ownership of the IB PYP.

> I would say that ownership is gearing towards the teacher and it is just something that they have control over their units of inquiry, and I have teachers just now they are beginning to take ownership. I think it was a comfort level, and they did not know how to write central ideas or how to create strong units, and so we spent a lot of time just teaching them so that they could be. So now they are that emergent stage of saying these are our planners and this is what we are going to do with it. (Coordinator E, personal communication, October 28, 2018)

When asked if they felt they were the driver of the program Coordinator E responded

that they did not see themselves as the driver behind the program, but as more of an

inspirer to get people on board.

> I feel like I am the exposer of it not necessarily the driving force because I
>
> honestly believe, that you can make people comply, but you cannot make people
>
> want to implement this and want this to be a part of their practice. I am the
>
> inspirer is what I will say and then if I can inspire one person on the grade level
>
> and people see what they are doing then it kind of moves that way. (Coordinator
>
> E, personal communication, October 28, 2018)

The leadership team was asked how they support teacher professional growth.

Specifically, I was interested in learning if this was a process they farmed out to

consultants or did they try and grow leaders on their campus by allowing teachers to lead

professional development for their peers. Principal E shared that the campus had hired a

consultant to lead teachers on the campus through a session on inquiry-based learning.

Principal E also shared that they send teachers to other campuses to see what IB looks

like across the district. (Principal E, personal communication, October 17, 2018)

Coordinator E described how they had turned over presenting information about IB to a

group or teachers as a way to encourage them to take a leadership role.

> All the time, after my second year, I do not want to be the one up there talking so
>
> during the back to school new teacher IB training was led by 2-3 veteran IB
>
> teachers so that new teachers can relate. We have teachers that present at the
>
> district level and they present at the IB meetings. Whenever someone is

interested, or even if they are not interested, we give a little gentle push for them

to take a leadership role. (Coordinator E, personal communication, October 28,

2018)

The data provided in the interview indicated that Principal E was creating a

sense of shared ownership of the IB PYP on their campus. Principal E and Coordinator E

agreed that multiple stakeholders at the campus level were invested in the long-term

success of the program and that the principal used distributed leadership to support the

IB PYP. Also, both participants described how the campus is structured to allow

opportunities for teacher leaders on the campus to lead professional development and

visit other successful IB campuses. The leadership also only utilized a consultant to fill

in the gaps in teacher practice.

Justice. Sustainability includes not only the maintenance of individual initiatives

on campuses but also that leaders are mindful of the impact that their actions and

programs have on the schools and students near them and across their entire district

(Hargreaves & Fink, 2006). Participants responses were analyzed to see if they were

aware of the impact of the IB PYP program on the schools around them and the district.

Asked if the program has had an impact on surrounding schools, Principal E

replied that the success of IB PYP on their campus and others was one of the reasons

that the district had recently decided to make other schools pursue the program.

(Principal E, personal communication, October 17, 2018)

Principal E also shared that their campus has a large population of students zoned

to another local IB school. When asked why the students were choosing their school

over another IB school? Principal E responded that one reason was that the school was closer to their homes, but another reason was that many families feel Campus E is a better fit for them.

> Culturally they feel more welcome and more accepted not only for the kids themselves but for the parents at our school then they do at the other school. The other campus has always had this kind of militaristic culture for kids and families for a while. I think that is changing, but not all the families are comfortable with that. (Principal E, personal communication, October 17, 2018)

Coordinator E added the IB PYP combined with the diversity of the campus is an attraction to families.

> I feel like it is because of the program. I also believe that the program fosters diversity you look at the population of families from India we have like 20 families and those families have families that come. That word of mouth and they come to our school they see it, and they love it. (Coordinator E, personal communication, October 28, 2018)

When speaking about the expansion of the IB PYP, Coordinator E was asked to discuss the impact of more schools adopting the IB PYP. Coordinator E shared that it was their belief because Campus E had experience being an IB PYP school combined with other things they could offer, that students would still choose to come to the school. (Coordinator E, personal communication, October 28, 2018)

In addition to being mindful of how the program impacts other schools, justice also involves the sharing of knowledge and resources with the large school community.

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When asked if they had connected with other schools to share the benefits of the program. Principal E shared that they have been visited by other schools who are interested in the IB PYP and want to see the program in action.

The leadership team was asked to discuss their relationship with their immediate supervisor from the district to understand if they were working to share the potential benefits of the program for other schools. Principal E shared that both their immediate supervisor and the executive supervisor were deeply familiar with the program having both been IB principals. I asked about the relationship with their immediate supervisor, and Principal E disclosed that even though they were eight weeks into the school year, that they had not yet had any on-campus interactions with their immediate supervisor. Principal E reported that they felt that IB was, "always in the forefront with my bosses" (Principal E, personal communication, October 17, 2018).

When describing their relationship with Principal E's immediate supervisor Coordinator E shared that there was a new person in the role and that they might have met them once or twice but not necessarily in person. (Coordinator E, personal communication, October 28, 2018) Asked to describe how the district views the IB PYP, Coordinator E shared.

> I think that there is not a whole lot of understanding of what that means. I think it is a label that they know looks good and that I am sure most of their PYP schools are high performing schools, but I do not feel like they have an understanding of what it means to be a PYP campus. (Coordinator E, personal communication, October 28, 2018)

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The data provided in the interviews indicated that Principal E was concerned with the impact of the IB PYP on other schools or the district. While the school did see an increase in interest from students at other IB schools, Principal E had been proactive about sharing knowledge of the IB PYP and resources with neighboring schools. Principal E shared that they have been able to develop a relationship with their immediate supervisor and that they understand and support the IB PYP.

Diversity. Sustainability requires that leaders advocate for schools that place less importance on testing and standardization of instruction and instead provides teachers and learners with diverse experiences (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions about how district leadership and new policies had impacted their campus and program. Asked specifically if the campus and the IB PYP had been impacted by reforms both at the district and state level. Principal E responded that they did not believe that education reforms had impacted the program but that they were in favor of the two recent district reforms, namely the new approach to literacy and a push for schools to adopt PLC's. (Principal E, personal communication, October 17, 2018)

Coordinator E explained that recently the district had started to require all schools to implement a new intervention time for students identified as at risk and how this new change was forcing teachers to move away from authentic instruction.

Each school was required to create an intervention plan to make sure that the kids had 30 minutes extra per day if they were in yellow or red intervention. So unless you are equipped with interventionist, you have to try to allocate teacher time, so

they came up with a system called flex time that is not inquiry-based, its skill

based and it's designed that you were focusing on developing skills it could be a

worksheet, but it was a dedicated time to interventions. (Coordinator E, personal

communication, October 28, 2018)

The data provided in the interviews indicated that Principal E was creating a

Campus Environment that placed more emphasis on instruction and was less concerned

with accountability. Principal E shared that the campus had benefited from several recent

reforms by the district. Coordinator E shared only certain students had been impacted,

and these students were receiving additional skill-based instruction, but overall the

program was not affected. Principal E had demonstrated a commitment to diverse

learning experiences for the students.

Resourcefulness. An often-overlooked component of sustainable leadership is

resourcefulness, which encompasses being good stewards of both financial resources,

but also ensuring that leaders are taking care of themselves, and those around them.

(Hargreaves & Fink, 2006) Participants were asked to respond to a series of questions

designed to see if they were taking care of both the human and financial resources at

their campus.

When discussing the challenge of the IB PYP Principal E shared that one of the

most difficult things about the IB PYP is the cost of running the program. Principal E

also shared that they had a massive budget cut which meant that they could no longer

take advantage of extra training that the IB offers. Principal E also shared that they were

frustrated by the lack of financial support they received from the program from the district.

> We do not receive any support financially from the district for this very expensive program. The district loves to tout how many IB programs that it has, and it is a feather in the cap of the district to have so many, but then they do not really support it very much, and financially they do not support it at all. (Principal E, personal communication, October 17, 2018)

Coordinator E explained that in order to offset the cost of the program the campus had recently started to offer afterschool clubs and childcare to parents and that they used the profits from that program to help cover the cost of offering the IB PYP. (Coordinator E, personal communication, October 28, 2018)

Resourcefulness also includes advocacy on behalf of the school and students to help ensure better long-term outcomes. The participants were asked to respond to their efforts to engage with leaders at the local, state, or national levels to share things about their students and schools. When asked about local advocacy efforts Principal E shared that they had the chance to host the governor a few years ago and that they also have had the chance to speak with their board member, but they could not cite any specific outcomes of these meetings. (Principal E, personal communication, October 17, 2018)

When asked about advocacy efforts, Coordinator E shared that they had one conversation last year with a local official but had not had a chance to engage with anyone this year at any level of government. (Coordinator E, personal communication, October 28, 2018).

Resourcefulness includes taking care of one's own self, and participants were asked to speak about their hobbies and life outside of work. Participants were asked to speak about their hobbies and life outside of work. Coordinator E shared that they enjoy spending time with their family and reading while Principal E revealed that they were a big sports fan and were a season ticket holder for a local university football, baseball, and basketball team.

The data provided in the interviews indicated that the leadership of Campus E is engaged in demonstrating a healthy work-life balance for the teachers of campus. However, data from the interviews also indicated that Principal E was not fiscally resourceful in creating conditions to support the long-term sustainability for the IB PYP on their campus. The entire program is funded out of the campuses general budget which changes annually and is based on multiple factors outside of the principal's control. Principal E was also unable to share any benefits to the campus or the program that had come from their limited advocacy efforts.

Conservation. The final principle of sustainable leadership is conservation or the idea that campus leaders must keep an eye on past successes and challenges to ensure that programs are designed to sustain through the various reform cycles in education (Hargreaves & Fink, 2006). Participants were asked to respond to a question about if they could foresee a time when the campus cease to offer the IB PYP, and what they think the consequences of this decision would be? Principal E was blunt in their response that they could not ever see the school not offering the program and that the community would be very upset.

None. Our community would be outraged a lot of residents who attend our

school I think they came to the school probably because they recognized IB

brand as something great for their kids and I think if that were to go away, I can

see us losing students and probably teachers now. (Principal E, personal

communication, October 17, 2018)

Coordinator E had a similar response when asked to share about a time when the school

no longer offers the program.

If the school became an IR school and fell off the map and they were

underperforming, some type of district intervention where they come in and say

listen, you are going to be this, self-motivated, I do not see that happening.

(Coordinator E, personal communication, October 28, 2018).

The idea that parents would be upset at the school no longer offering the program was

supported by Coordinator E in their response.

I think the parent community would care. We have a lot of partners, different

companies that buy into what we offer in terms of action and service and what

we do with the community. So I believe that seeing what comes out of it as a

school to have that this go away without explanation there is a lot of people that

would actually raise some concerns. (Coordinator E, personal communication,

October 28, 2018).

The data provided in the interviews indicated that Principal E was working to

create conditions to allow the campus to continue to offer the IB PYP should a

leadership change occur. Principal E has worked to address the challenges associated

with the IB PYP and has worked to create by in across multiple stakeholder groups. The responses from both Principal E and Coordinator E indicate that the program is sustainable beyond the current administration and that the community would be upset should the campus cease to offer the program.

Research Question Three

To answer the research question three, in what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting? I compared the answers of Principal E and Coordinator E to see if they could identify a shift in the way they approach school leadership because of the time they have spent at an IB World School. Participants were asked to describe their leadership style and if the PYP has changed the way that they lead. Principal E shared that they have always been collaborative, so that had not changed, but that the use of IB PYP specific things such as the learner profile had come about as a result of the program.

> I would say my philosophy has not changed because of IB, because I think I have had the same philosophy of leadership be warm, be demanding do both at the same time be collaborative, have high expectations for kids, for teachers all that was in place before I came to the school. But in terms of like specifically with IB yes for sure I mean I did not use the learner profile with children and with teachers before I came to IB, but now it is very much integrated it is a part of all that we do with discipline, social-emotional learning, academics, and everything. (Principal E, personal communication, October 17, 2018)

Coordinator E shared that they try and treat the teachers the way they should treat the students in class by modeling an inquiry-based approach.

> My style is very much to lead by example, and I do not believe in telling people what they should do. I believe in showing them great examples of what works for kids in the hopes that it inspires them to want to try that practice in their own room. So when teachers come to me and say they want to know and learn more, the short answer is I treat them like they are an IB learner. An inquiry-based approach to their practice and they kind of ask questions, I will ask questions and we kind of go from there. (Coordinator E, personal communication, October 28, 2018)

Coordinator E explained that the leadership style of those in charge of the IB PYP is a factor in the overall sustainability of the program.

> If you have a dictatorship style or, a control style and you tell them this is what you will do, or this is how it will have to work, people will comply, but it will not be authentic. I do believe that your leadership style impacts the overall sustainability of the program. (Coordinator E, personal communication, October 28, 2018)

To understand the impact of the program on their attitudes and beliefs, participants were asked if they would choose to begin the authorization process in the event that they ended up leading a non-IB-school. Principal E shared that they believed in the program and that would start the conversation immediately.

I believe in the program, I believe in the framework, and I believe in what it does

for the kids academically, behaviorally, socially it is rigorous, it is fun. They do a

ton of research which is a lifelong skill, they do a ton of presentations to their

parents, to other people's parents, to other kids, so they get to be skilled

communicators. This is a great skill to have, so yes I believe totally in the

program. If I happen to go to a school that did not have the program, I would

start the conversation immediately. (Principal E, personal communication,

October 17, 2018)

Coordinator E's expressed that they believe in the program, but they would first try and

model what IB instruction is as a way to more organically start the conversation.

I would model what IB looks like and IB instruction, generally when you are a

light, and people see this magic happening, and your kids are growing and

learning people want to know what you are doing. If I came in from a leadership

role, I think I would have a conversation, and I am sure that if I land at a school

whether IB or not it is going to be a school that reflects my values as a teacher.

And so I think yes I would have the conversation, but the timing might be in the

way I do it would be very organic. (Coordinator E, personal communication,

October 28, 2018)

The data provided in Principal E's interview indicated that they felt the IB PYP

had enhanced their leadership style. Principal E described how they now used the learner

profile and how the program has impacted everything they do. Coordinator E described

that they approach supporting teachers now much the same way IB teachers should be

supporting students in the classrooms using an inquiry approach. The IB PYP has so positively impacted the leadership of Campus E that Coordinator E shared that they would slowly try and bring elements of the program with them to a new campus if given the opportunity. Principal E expressed they would immediately begin the conversation about starting the IB PYP if they were ever to lead another campus.

Research Question Four

To answer the research question Four, what are the non-curricular benefits of the IB PYP on the campuses as perceived by the principals, and IB Coordinators? I compared the answers of the principal and the coordinator from the interviews with all available data. First, I asked the participants to discuss from their perspective how the IB PYP has affected the campus culture? Principal E shared that they felt the program had impacted every aspect of the campus.

> The common language of the learner profile is huge for creating a culture of respect in the school, so I think that is huge. The academic requirements of the program I think had a huge impact, the rigorous program that all children receive, so I think it's impacted it very positively in just about every dimension. (Principal E, personal communication, October 17, 2018)

When discussing the specific impact on the culture, coordinator E shared that they see teachers have started to embrace the program and as a result, the learning from both the students and teachers on the campus has improved.

> I see people taking leadership roles in terms of modeling their learning experiences in the classroom. I think the greatest culture on the teacher side

would be just self-driven development verse me trying to develop them and then

from like the student's perspective you can listen to the kids here and like their

conversations blow you away from their knowledge and understanding of the

world around them. (Coordinator E, personal communication, October 28, 2018)

When asked to share if they felt that the IB PYP had an impact on teacher's

classroom management? Both the principal and coordinator of Campus E described how

the use of the IB learner profile has helped create a community of respect on the campus.

Yes, of course, the learner profile is the consistent language that starts in pre-K,

and it goes all the way through fifth grade, and so every year they are in every

classroom it is very consistent from one classroom to the next. Things like being

principled, being caring, knowledgeable, a risk-taker thinker all those attributes

in the learner profile those are all things that the teachers use to help foster a

community of respect and also helps with the classroom management. (Principal

E, personal communication, October 17, 2018)

Coordinator E shared.

The language of what it means to be principled and what it means to embrace

being an IB learner with all the learner profile attributes is a common language

that begins in pre-k. So you can tell that when you see the classes coming up, you

can use that common language, and immediately they know what that means and

what that looks like so I would think yes it has made a difference. (Coordinator

E, personal communication, October 28, 2018)

To illustrate any non-curricular benefits from the IB PYP, participants were asked if the IB PYP had an impact on the campus's enrollment. Principal E explained that the school was initially opened to serve as relief school to other schools that were at capacity, but more recently Campus E was at capacity, so they had to send students to other schools. Principal E attributed the increase in enrollment to more people wanting their students at the school. Principal E described a few occasions where they have had space and people have requested that their students be allowed to attend the school on an IB transfer. However, Principal E shared that were families in the neighborhood who would not send their students to the school if they did not have the IB PYP. (Principal E, personal communication, October 17, 2018) Coordinator E expressed the diversity of the campus and the focus on international mindedness has made the campus more desirable.

> We have a lot of kids from the different consulate offices that come through, and they come specifically knowing that they want their kids to go to school here. I think that is the international mindedness and diversity on campus, and I think it made more people aware and more people interested in coming to our school. (Coordinator E, personal communication, October 28, 2018)

The leadership of Campus E agreed that the IB PYP no impact on the student's attendance rate. Principal E expressed that they did not think there was a connection between IB and attendance because the school has always had good attendance. (Principal E, personal communication, October 17, 2018).

 To further investigate the participant's responses about any non-curricular benefits associated with offering the IB PYP, I compared the answers provided against

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Campus Enrollment and attendance data retrieved from the Texas Education Agency. The enrollment data retrieved and displayed in Figure 9 indicates that Campus E has seen an increase in enrollment of 58 students since the school became an authorized IB World School in 2014.
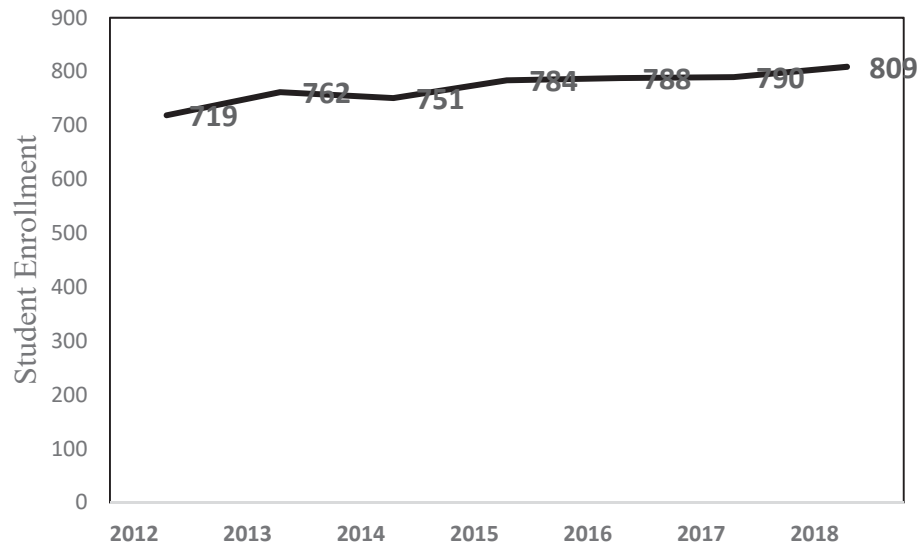
Figure 9. Campus E enrollment data 2012-2018

Figure 10 shows the student attendance rate from the time the school was authorized through the end of the 2017 school year, which was the most recent data available from the Texas Education Agency. This data indicates that the student attendance rate at Campus E has decreased one-tenth of a percentage point since the school became an authorized IB World School in 2014.

The data provided in the interviews indicated that Principal E and Coordinator E felt that campus had seen benefits from offering the IB PYP that extend beyond the enhanced instructional program. Principal E shared that as the campus has begun to embrace the IB PYP, they have seen a culture of respect develop on the campus while

Coordinator E added that the learner profile had an impact on the entire campus by creating a common language for all students regardless of their grade level.
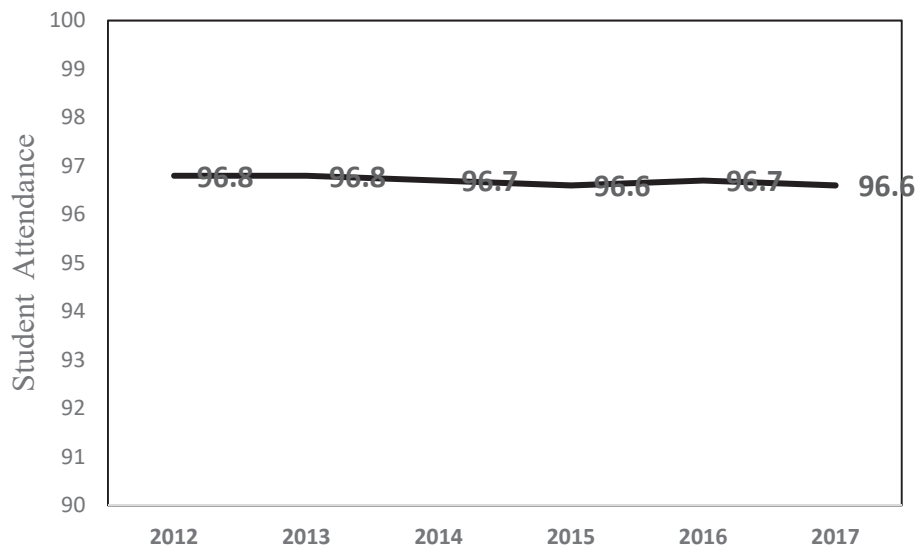
Figure 10. Campus E attendance data 2012-2017

When asked about the impact of the IB PYP on student enrollment Principal E and Coordinator E both believed the program had cause more families to seek out the school, which resulted in an increase in student enrollment. Data retrieved from TEA indicates that the campus has seen an enrollment increase of 58 students since they were authorized to offer the IB PYP.

Principal E shared that they did not believe the IB PYP had an impact on the campus attendance rate, which they attributed to the fact that the student attendance rate at the campus was consistently good. Principal E believed that the attendance rate on the campus was above 98%. Data retrieved from TEA indicates that the campus attendance rate for the 2016-2017 school year was 96.6% and this is one-tenth of a percentage point lower than the year the school became an authorized IB PYP world school.

CHAPTER IX

CASE STUDY CAMPUS F

Introduction

Campus F serves approximately 892 culturally and economically diverse students in Pre-kindergarten through fifth grade. Based on 2017 TEA School Demographic data, Campus F has a student composition that is 2% Caucasian, 95% Hispanic, 2% African American, and less than 1% Asian. Of the total school population, 99% of students are economically disadvantaged, 70% are at risk, and 50% are English Language Learners. Approximately 8% of the students were identified as gifted and talented, and 5% of the students receive special education services (TEA, 2017).

Campus F is a school-wide Title I campus because over 40% of the students are economically disadvantaged (TEA, 2017). The instructional programs serve students in general, ESL, gifted and talented, bilingual and special education classes. Campus F serves students who reside within their neighborhood boundaries, and those who choose to attend on a magnet transfer. Campus F became an IB World school in 2015 and has had the same principal since the beginning of the IB authorization process (IBO, 2018). According to TEA (2018), Campus F was rated an A campus under the state's new A-F accountability system.

Principal F began their career as an administrator in 2001 and has spent the last 17 years in a variety of leadership roles in public schools. Principal F has served in a variety of campus and central office leadership roles from Assistant Principal to Regional manager. Principal F has spent the last nine years as principal of Campus F.

When asked to describe their experience with IB before taking over the school Principal F replied, "I had zero experience" (Principal F, personal communication, November 2, 2018).

Coordinator F began their career as a classroom teacher (SBEC look this up) and has been the IB Coordinator at campus F since they were a candidate school in 2015. Coordinator F has served in a variety of campus and central office leadership roles including magnet coordinator and reading specialist. Before being named the IB coordinator, Coordinator F had no experience with the program.

The participants were asked to share any information they had about the rationale behind the decision for the campus to become an IB PYP World School. Principal F had the unique experience of being the principal that initiated the process for the campus becoming an IB PYP World School and shared that the decision was made to give their students diverse learning experiences, and to push teachers to new ways of teaching.

I was trying to figure out what kind of program would help open our student's eyes up to different opportunities and different things that are outside this neighborhood. I knew of the IB program, but that is all I knew. I did not know the basic structure or how it worked. I just knew it about culture and exposure to different cultures and a different way of teaching as well.

I was also trying to find a way to push my teachers into higher level instruction because at that time I had a lot of veteran teachers that I inherited that were set in their ways and could not adjust to like the rigor of the new assessments and things. I started asking around more about IB, I was close with

some of the principals of IB schools, and they let me come see and talk to me

about it, and I was like this is perfect for my kids. (Principal F, personal

communication, November 2, 2018)

When discussing why the school pursued the IB PYP Coordinator F explained,

"the principal and I were trying to figure out what else we could do to put the school on

the map, and so we decided we wanted to be an IB school and so that's what we did"

(Coordinator F, personal communication, October 29, 2018).

Research indicated that Campus F was already a magnet school and it contained

a dual language program. I asked Coordinator F why they wanted to add another

program to the school. They expressed that the principal wanted the school to be on the

map and that they felt they could use technology to open doors for their students.

> We had already kind of hit the map once or twice, just being exemplary or
>
> whatever and the principal was just like that is just not good enough because I
>
> want this school to be on the map. I was like okay, and we truly looked at
>
> everything, we looked at blue ribbons, and we looked at IB schools, but the one
>
> thing that we thought was cool there about IB and is the reason that we went IB
>
> was because it was about the world and it was IB World Schools. We decided
>
> that we would bring the world to our kids and through our technology that's
>
> really opened up their world, so we thought that was cool and that was one of the
>
> biggest pushes for us to go IB because it was a world school. (Coordinator F,
>
> personal communication, October 29, 2018)

Research Question One

The IB defines leadership as, "the effective management of resources, people, time, and money to ensure the enhancement of the teaching and learning in order to address the overarching mission of the school" (IBO, 2009, p. 1). Therefore, my initial research question, was how do campus leadership practices affect IB PYP implementation in urban elementary schools? Participants were asked questions about their leadership practices and how they support the ongoing implementation of the IB PYP at their campus. Participants were initially asked to discuss what they see as the advantages of the IB program for their campus and students? Principal F described the positive change that they have seen in their students because of the program.

My students at the campus their level of confidence has risen and their ability to speak whether it publicly, or one on one has greatly increased along with their vocabulary. Before when you used to talk to one of our kids or ask them a question they either just stared at you or gave you a one-word reply, and now they will fully explain things, their ability to ask questions and research is just off the charts different from when we started it. And parent involvement with it is greatly improved as well. (Principal F, personal communication, November 2, 2018)

Coordinator F described similar benefits that the program has had on the students during their time on the campus.

The action component opened up our school, yes we are Title I school, but our kids love to go out and help out in the community, and they like to learn about

new things. I think that is one of the biggest things that I like the most about IB is

that our students are predominately Hispanic and they do not talk a lot. So to get

them to get up and give this wonderful presentation is amazing and one thing that

we started with our IB planners because we got to write the planners was that

starting in kindergarten one of the things that the kids had to do was start

presenting to their class…I mean it is amazing to see what they do, it took us a

long time to get there, but it is amazing to see how much the kids have grown.

(Coordinator F, personal communication, October 29, 2018)

 In addition to the benefits of the program both of the participants were asked to

share what they perceived as challenges associated with the program. Principal F

explained that initially the lack of staff experience with IB made starting the program a

challenge.

We were all learning it together and trying to figure it out because IB does not

tell you right or wrong. They do all the philosophy stuff, so that was the toughest

challenge for us was figuring out what all the little boxes in the planners and how

to go from there.

Now I would say the biggest challenge I have is the teachers still getting

them to truly reflect and making the appropriate adjustments on their planners is

kind of where we do have to step in and help guide them and tell them it's okay

to make a change, and it is okay to not do this again. There is some of them still

get that little mindset, this is our unit, and we have to follow it, in so that is kind

of the biggest challenge we have it would be continuous reflection and updating

of the planners. (Principal F, personal communication, November 2, 2018)

Coordinator F expressed that their biggest challenge was finding and training

high-quality teachers as more of the teachers move up or leaving to go teach overseas

after they are exposed to the IB PYP.

We hire wonderful, great teachers and I think that this is biggest one of the

biggest challenges is that they do not stay because they want to move up and they

either move up, or they want to go teach overseas…Anyone else that comes in

we have to get them trained you have to put them on the fast track of inquiry-

based learning and concept-based learning. And it is hard because it is not

something that they were taught in college, they are not taught anything about

that kind of thinking, and so it is kind of remolding them. (Coordinator F,

personal communication, October 29, 2018)

Asked if there was pressure from the school district to keep and maintain high

test scores regardless of the impact on the IB PYP. Principal F explained that at times

the district will try and push down ideas, but that they stay true to IB.

The district sometimes tries to push down, do things this way and this way and I

have always pushed back, and I have always won at least till now…I think if we

stay true than it actually helps our scores which we had significant growth on

since we started. (Principal F, personal communication, November 2, 2018)

Principal F's response was validated by Coordinator F who shared that there was

not consistent supervision from the district which contributed to a lack of pressure.

We do not, and the only reason I can say that is we have not had a sustainable

boss. I think we have gone through like 13 now, we have never had the same one

year after year it has been somebody different every year, and most of them do

not know anything about the program, and we are doing well over here, so they

leave us alone. (Coordinator F, personal communication, October 29, 2018)

When discussing how the campus supports professional learning communities,

Coordinator F shared that they have weekly PLC meetings with the teachers and that

once a month they hire subs to meet all with teachers to IB plan. (Coordinator F,

personal communication, October 29, 2018) Principal F explained that the meetings

were used mainly to support students who require intervention, but that they did allocate

time towards the beginning of the meeting to take care of any of needs that teachers

have. Principal F shared that the campus takes advantage of the districts early release

days and host monthly planning workshops to support IB implementation.

I also once a month do what we call planning's workshop where teachers get the

whole day off to sit with us and plan all day. A big part of that is IB right now, so

a couple of hours of that day will be looking at the planners and talking about

different activities. (Principal F, personal communication, November 2, 2018)

When discussing their approach to professional development, Principal F

expressed his belief that the leadership team on campus is deep enough that, "we can

lead some beneficial professional development, I feel that we're pretty good at it, and we

can actually target it to exactly what we know the teachers need" (Principal F, personal

communication, November 2, 2018). Coordinator F shared that the administration at the

campus or one of the content teachers is usually tasked with leading professional

development. (Coordinator F, personal communication, October 29, 2018)

When addressing the impact of the program on the teacher turnover rate Principal

F shared that initially many teachers left because of the program, but that teacher

turnover has leveled off.

> I did have turnover, but the turnover was of any teacher that needed to be, it was
>
> the very veteran teachers, and that would not change no matter what we did they
>
> still taught like they did 20 years ago. When they saw all the work, and when I
>
> told them self-contained because they been departmentalized from like second
>
> grade up for years, and I told them you are going to be teaching everything a lot
>
> of them, we will call them lazy teachers they moved on. But it was only about
>
> five; it was not huge turnover. I have a faculty of 50, so it was not a huge
>
> turnover. (Principal F, personal communication, November 2, 2018)

Coordinator F expressed a similar perspective about the impact that the IB PYP

had on teacher turnover.

> I will tell you in the very beginning because we were not self-contained we lost
>
> 22 teachers the very first year. They were mainly old school teachers, and they
>
> did not want to be self-contained, all they thought was I have been teaching math
>
> so long I cannot teach anything else. Our scores took a big hit that very first year,
>
> but after that we started seeing them go up. (Coordinator F, personal
>
> communication, October 29, 2018)

The feedback gathered from the interviews indicates that Principal F is a capable leader who understands the IB PYP and how it impacts their campus. They are committed to offering a strong IB program for their students and are effectively utilizing their resources to ensure that they provide an inquiry-based transdisciplinary education to their students.

Research Question Two

Hargreaves and Fink (2003) stated that there are seven principles of sustainable leadership and that the principles can be enriched by leaders as they construct meaning to embrace their own implicit knowledge and experiences, of leadership and change. The seven principles that guide sustainable leadership are: (a) creating and preserving sustaining learning; (b) securing success over time; (c) sustaining the leadership of others; (d) addressing issues of social justice; (e) developing rather than depleting human and material resources; (f) developing environmental diversity and capacity; and (g) undertaking activist engagement with the environment.

Depth. Hargreaves and Fink (2006) point out that sustainable learning needs to go deep and that it is a slower, more thoughtful process that does not align with the current education system that relies on assessment and accountability. Participant's responses were analyzed to see if they were building and fostering conditions on their campus that would contribute to a depth of learning. The Leadership of Campus F was in agreement that learning was more important than achievement.

Do I think the test is the all in? No, but I think it is a tool. I do not think

everything should rely on a test. Not every kid is made to take a test. I like how

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IB the assessment does not have to be a test, it can be at play, it could be a Venn

diagram they can be creative, and it caters to those kids, and they get to choose

the one that will they think could show off their knowledge. That to me is what it

should be, so I am more for the kids, learning instead of how we look because of

scores. (Principal F, personal communication, November 2, 2018)

Coordinator F shared that they felt that achievement would come if students were

learning.

The achievement will come naturally if teachers are teaching, but you have to

teach kids about being empathetic and other cultures and other lifestyles they are

not going to get it from home you have to teach them that, but I think that the

achievement will come if the kids are learning the right way what I mean.

(Coordinator F, personal communication, October 29, 2018)

When discussing how often they met with the principal to talk about IB PYP,

Coordinator C shared that they meet with the principal weekly and that IB is a part of

everything meeting that they have. When I asked Coordinator F if they planned a

specific time to talk about IB, they replied.

It usually comes up when discussing classroom walkthroughs. We will discuss

what is going on in second, or what is going on in fifth, or what is going on in

fourth. When I do my weekly walkthroughs, I tell the principal exactly what I am

seeing, or what I am not seeing. (Coordinator F, personal communication,

October 29, 2018)

The data provided in the interviews indicated that Principal F's leadership behaviors were creating conditions that contributed to a depth of learning. Principal F believes that student learning is more important than student test scores, and they are working to create a campus environment where students are not labeled as success or failures based on the outcome of standardized assessments.

Length. Sustaining leadership requires that leaders are ready for a change in leadership to occur. Hargreaves and Fink make the point, "taking responsibility for leadership succession is essential to ensure that improvement efforts endure overtime" (Hargreaves & Fink, 2006, p.56). Participants were asked to respond to a series of questions designed to see if principals were putting systems in place to help the program survive the inevitability of a leadership change. I asked Principal F to discuss what would happen to the program if they were to leave the campus for any reason.

> If I left, if it was just me it would run on fine our systems in place are very stable and my administration team has been with us through the beginning to now. We are all on the same page we are running everything the same and followed all the systems in place so if just I left it would be just fine. (Principal F, personal communication, November 2, 2018)

Principal F shared that due to health concerns they had to sept away the campus for an extended period during the 2018 school year, and when that happened the assistant principal was asked to lead the campus. Principal F shared that had spoken at length with the assistant principal about stepping into the role and that they would be the front runner based on conversations that they had had with the district. When asked what

would happen if the coordinator left, Principal F was adamant that the program would be fine, as long as the rest of the administration team remained in place. (Principal F, personal communication, November 2, 2018)

I asked Coordinator F what would happen to the program if the principal left and they described how the campus community was adamant that should a leadership change occur the program would continue.

We are continuing with it will we have already had that discussion with the teachers and the parents when they got sick last year. Their concern was what if a principal comes in and does not want the program any longer. We had already all made a vow that we wanted to keep the programming going so I think that whomever they picked or whomever they brought in that panel discussion will be we want somebody that is going to make sure this program continues.

(Coordinator F, personal communication, October 29, 2018)

Coordinator F shared that they did not have a formalized plan in place but felt that there were enough people on campus that could support the program should they leave. Coordinator F explained that they have already begun thinking about who on the campus will take over when they leave and that they had already started training them.

I am not going anywhere. I am joking with the staff telling them I am going to die here, but I always foresee something going on. I have been mapping out good people and good administrators or teachers that want to become administrators. I want them to become an IB coordinator or magnet coordinator, and so I train people along the way. Right now I have a really good person that I think he is

going to be a fabulous administrator and I am training him along the way about all the things the ins and outs of IB, so the last IB meeting that I went through I actually took him with me. I am taking him with me because I want him to know this is what I want you to do when you leave here, so there are processes in place for that something was to happen to me. (Coordinator F, personal communication, October 29, 2018)

The data provided in the interviews indicated that Principal F was taking responsibility for their inevitable leadership succession and trying to minimize the impact to the IB PYP and the campus. Principal F has been proactive in identifying who would step into their role and has empowered other leaders on the campus to do the same.

Breadth. Sustaining a program like the IB PYP requires that leadership be shared across the campus and include multiple stakeholders, such as the principal, coordinators, teachers, parents, and students (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions to designed to see if the leadership, ownership, and responsibility of the IB PYP was shared across multiple stakeholders, or if it in the hands of the principal and coordinator. During the interview Principal F shared that the teachers and students own the IB PYP but that the administrators are the drivers that keep everyone going.

I mean essentially the teachers and the kids, but I am the one that fuels it, the admin keeps fueling it to make sure especially in those months where everybody is tired, like the time after spring break, and you know it takes us to help fuel it.

However, the teachers are out there running it and implementing their planners, and now I would hand that over to them. In the beginning, I would have to say it was more streamlined the IB coordinator and me, but now I can confidently pass that torch over and probably a few years ago I could have passed that touch to say it is the staff. (Principal F, personal communication, November 2, 2018)

Coordinator F explained that the leadership team had done an excellent job with IB and as a result, there was not a single owner.

I do not think that any of us own it. I think we do a great job of it. We all go into classrooms, and we look around we know what our expectations are when we walk into the classroom the teachers know that if they need help, they can come to any one of us to get ideas or to get help they can even branch out to teachers themselves. I do not think there is any one owner. (Coordinator F, personal communication, October 29, 2018)

Coordinator F shared that they were the driver of the IB PYP especially during those times when teachers tended to drift from IB.

I think it would be me. I am the cheerleader for it. I know there are times that there are things that I want the teachers to do and it's not always easy to continue with it especially like around Christmas time, they want to do Christmas stuff, but I have to be the reinforcer and say don't stop teaching the IB way just for Christmas time activities. (Coordinator F, personal communication, October 29, 2018)

The leadership was asked how they support teacher professional growth; specifically, I was interested in learning if this was a process they farmed out to consultants or did they try and grow leaders on their campus by allowing teachers to lead professional development for their peers. Principal F hared that the campus received some consulting via the district IB manager, but that only provided guidance on IB matters. Principal F described how during each meeting on campus they have a team of teachers that they pull from to lead training for the rest of the staff.

> I have a group of 6 this year, and I have had up to 11 before, but that was too much. They are all over something like one is over technology, one is with IB, reading, and math then I have the basics like social media that kind of stuff and every time at least one of those present at something. Then I will pull from other teachers that are doing good jobs in certain areas to present but every PD they have about 30 minutes for my teachers to present. (Principal F, personal communication, November 2, 2018)

> Coordinator F echoed the response that principal F provided about teachers getting the chance to lead PD for their peers, and could only vaguely recall a time when the school used a math consultant. When asked who leads the professional development on campus, Coordinator F replied, "it could be teachers we are trying to build into leaders on our campus" (Coordinator F, personal communication, October 29, 2018). Coordinator F also shared that the campus has an IB committee which is a diverse group of stakeholders who been asked to review policies and provide guidance to the campus on a bi-monthly basis.

The committee is made up of teachers, parents, staff, and some community

members that do not even have kids that that come to school here but there are

involved in our community, and we discuss IB and what do we want to do…We

talk about things that go on in the community how we can be more aware of the

happenings in the community; we talk about things that help the students to build

empathy within themselves. We talk about policies; we review policies with

them, we review our SIP with them we use them rather than the SDMC because

we bring in the IB planners and we talk about curriculum, and we talk about

instruction. But we want them to know what is going on with that as well, and it

helps the parents understand more about the IB programs and what the

expectations are of our IB program here. (Coordinator F, personal

communication, October 29, 2018)

The data provided in the interview indicated that Principal F was creating a sense

of shared ownership of the IB PYP on their campus. Principal F and Coordinator F

agreed that multiple stakeholders at the campus level were invested in the long-term

success of the program and that the principal used distributed leadership to support the

IB PYP. Also, both participants described how the campus is structured to allow

opportunities for teacher leaders on the campus to lead professional development for

their peers.

Justice. Sustainability includes not only the maintenance of individual initiatives

on campuses but also that leaders are mindful of the impact that their actions and

programs have on the schools and students near them and across their entire district

(Hargreaves & Fink, 2006). Participants responses were analyzed to see if they were aware of the impact of the IB PYP program on the schools around them and the district. Principal F shared that about one-third of the students who are enrolled at the campus are magnet students and that in his mind the school is more of an IB magnet than a technology magnet. Principal F added that the students come from all over the district, but recently they have seen an increase in the students who are wanting to come from other school districts. (Principal F, personal communication, November 2, 2018)

When discussing the impact on other schools, Coordinator F detailed that as part of the magnet process parents have reported, "the reason we're seeking you out over other schools is because of the IB, and we really are very excited about IB" (Coordinator F, personal communication, October 29, 2018). When asked what would happen to the school if another IB school was added nearby. Coordinator responded, "I think we are the total package and they would still pick us" (Coordinator F, personal communication, October 29, 2018). Principal F expressed a similar view when asked about the impact of more IB schools in the area.

> I think we would still have them when they come into to tour, they have heard
> our reputation and the things that we do with the kids and for the kids and all
> that. So, I think especially if they were already students here, I know they would
> not leave. (Principal F, personal communication, November 2, 2018)

In addition to being mindful of how the program impacts other schools, justice also involves the sharing of knowledge and resources with the large school community. Coordinator F shared that many of the parents are concerned about the fact that their

students do not have access to an IB middle school. Principal F had attempted to bring IB to the local middle school and spoke with the previous principal about becoming an IB school, but they did not have the funds. (Coordinator F, personal communication, October 29, 2018)

The leadership team was asked to discuss their relationship with their immediate supervisor from the district to understand if they were working to share the potential benefits of the program for other schools. Principal F shared that their experience has been that they see their immediate supervisor on campus two times a year and as a result, they have not been able to speak specifically about the program. (Principal F, personal communication, November 2, 2018). Coordinator F also described how frequent leadership changes at the district level make it difficult to have any conversations about the program. (Coordinator F, personal communication, October 29, 2018).

The data provided in the interviews indicated that Principal F was not mindful about the impact of the IB PYP on other schools or the district. Principal F has not been proactive about sharing knowledge of the IB PYP and resources with neighboring schools. Campus F offers multiple programs which continue to attract students from schools across the district. Additionally, Principal F has not been able to develop a relationship with their immediate supervisor to foster additional support for the IB PYP at the district level.

Diversity. Sustainability requires that leaders advocate for schools that place less importance on testing and standardization of instruction and instead provides teachers and learners with diverse experiences (Hargreaves & Fink, 2006). Participants were

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asked to respond to a series of questions about how district leadership and new policies had impacted their campus and program. Asked specifically if the campus and the IB PYP had been impacted by reforms both at the district and state level, Principal F explained that they resist any changes the district makes regarding instructional tools or programs, and since the school has good data, they are left alone.

> Yeah, I stand up and push back if I think it is going to impact, if I think it is okay then we will do it, but a lot of things I have had to push back on is using specific instructional tools or philosophies. I understand if we are not successful then yeah I know I do not have a leg to stand on, but every year we have gains, and we are not an improvement required school or even close, and when I pull out the data they back off. (Principal F, personal communication, November 2, 2018)

Coordinator F expressed that when it comes to the school, Principal F does what they feel is best the students they serve.

> We still just kind of march to the beat of our own drum over here and the principal does what they want to do and, they will play the game, but if it's not beneficial for the kids then they will just be like we're going to do what we want to do until they catch us. (Coordinator F, personal communication, October 29, 2018).

The data provided in the interviews indicated that Principal F was creating a campus environment that placed more emphasis on instruction and was less concerned with accountability. Both Principal F and Coordinator F shared that they protect teachers

from reform and standardization attempts from the central office, and the responses from principal F demonstrate a commitment to diverse learning experiences for the students.

Resourcefulness. An often-overlooked component of sustainable leadership is resourcefulness, which encompasses being good stewards of both financial resources, but also ensuring that leaders are taking care of themselves, and those around them (Hargreaves & Fink, 2006). Participants were asked to respond to a series of questions designed to see if they were taking care of both the human and financial resources at their campus. Principal F explained that they pay for the cost of the program with money that comes from their budget. Principal F shared that in the past the district had paid for some of teachers training and that help ease the financial burden associated with the IB PYP. Principal F also shared that the only way the school would cease to offer the program is if they could no longer afford it. (Principal F, personal communication, November 2, 2018)

Coordinator F shared that the campus has not been able to leverage external stakeholders to help pay for the cost of the IB program. They explained that while the campus does have an active PTO, they do not have the capacity to raise enough money for the campus to cover the cost of the $9,000 annual fee, so the campus pays for everything. (Coordinator F, personal communication, October 29, 2018).

Resourcefulness also includes advocacy on behalf of the school and students to help ensure better long-term outcomes. The participants were asked to respond to their efforts to engage with leaders at the local, state, or national levels to share things about their students and schools. When asked about local advocacy efforts Principal F replied:

I spoke to the governor and the mayor when we talk about the campus we usually talk about the IB aspect. We have had a lot of interaction with the City Council they like to come here and talk to the kids. After they come here the first time, they usually want to come back a few times because they like the culture and the environment that we built. (Principal F, personal communication, November 2, 2018)

Coordinator F described the relationship that the campus has with their board member and other local officials.

Our board members niece and nephew come to school here, and so she is always here. She is here a lot, and we do talk about the IB program we talk about it because she is really concerned about what is going to happen in middle school…We have had a councilmember come by and ask us about the program. (Coordinator F, personal communication, October 29, 2018).

Resourcefulness also includes taking care of one's own self, and participants were asked to speak about their hobbies and life outside of work. Participants were asked to speak about their hobbies and life outside of work. Principal F shared that they like to spend time with family and be outdoors while Coordinator F responded that they like to spend time with their family relaxing at the beach.

The data provided in the interviews indicated that the leadership of campus F is engaged in demonstrating a healthy work-life balance for the teachers of campus. However, data from the interviews also indicated that Principal F was not fiscally resourceful in creating conditions to support the long-term sustainability for the IB PYP on their campus. The entire program is funded out of the campuses general budget which

changes annually and is based on multiple factors outside of the principal's control. Principal F was also unable to share any benefits to the campus or the program that had come from their limited advocacy efforts.

Conservation. The final principle of sustainable leadership is conservation or the idea that campus leaders must keep an eye on past successes and challenges to ensure that programs are designed to sustain through the various reform cycles in education (Hargreaves & Fink, 2006). Participants were asked to respond to a question about if they could foresee a time when the campus cease to offer the IB PYP, and what they think the consequences of this decision would be.

Principal F shared that they felt the program would continue at the campus unless there was a change in the school's budget at which point they would seek out grants to keep the program going. When asked if stakeholders would be upset if the campus no longer offered the program, Principal F expressed that the potential magnet parents would be the most impacted by the change.

> I think parents would be upset, a lot of our magnet applications now, I would say
> probably just estimating 30 to 40% of our magnet applications are coming here
> for IB instead of technology. I think they specifically look up the schools in the
> area that have IB and that is the only ones that there interested in. (Principal F,
> personal communication, November 2, 2018)

Coordinator F was also of the mindset that they could not foresee the campus ever not being an IB PYP World School. Coordinator F described that at one point during the 2018 school year, the principal was considering stepping away from the

campus due to health concerns and the ensure community was committed to ensuring the next leader kept the program.

> We had already had that discussion with the teachers and the parents when the principal got sick last year. Their concern was what if a principal comes in and does not want the program any longer and we had already all made a vow that we wanted to keep the programming going. (Coordinator F, personal communication, October 29, 2018).

> The data provided in the interviews indicated that Principal F is working to create conditions to allow the campus to continue to offer the IB PYP should a leadership change occur. Principal F is aware of the challenges that the campus faced when the program was initiated on campus, most notably teacher turnover. Principal F has worked to address the challenges associated with the IB PYP, and the responses from both Principal F and Coordinator F indicate that the program is sustainable beyond the current administration.

Research Question Three

To answer the research question three, in what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting? I compared the answers of the Principal F and Coordinator F to see if they could identify a shift in the way they approach school leadership because of the time they have spent at an IB World School. Participants were asked to describe their leadership style and if the PYP has changed the way that they lead. Principal F indicated that their leadership style had changed compared to the time they were leading a low performing school.

I think I am more in the role of cheerleading, promoting, reminding about setting

high expectations even if you think it is above kids that is how they grow. I am

not a dictator; you will do this; you will do that. I was in the beginning.

(Principal F, personal communication, November 2, 2018)

Principal F expressed that the IB PYP forced him to trust their teachers more and

as a result, they take pride when they visit classrooms.

During the IB things, I do not necessarily know what each teacher is doing every

day because that has the flexibility of change, so I just had to become more

trusting. When we do weekly walkthroughs, and I see the kids engaged and

whether I know if it is the concept they should be on right now or not I know

they are engaged in learning, and that makes me feel good (Principal F, personal

communication, November 2, 2018)

When asked to describe their leadership style and the impact of the program

Coordinator F responded.

I am pretty laid back, and I like to delegate so I will delegate things out to my

team and like to my team leads or my IB committee and I will let them try to

handle it and then I kind of go across the back ways and make sure that it is

happening. I will delegate things out to people because I want to build leaders

too. I want the teachers to be involved, and I think we grow good leaders here.

(Coordinator F, personal communication, October 29, 2018)

Coordinator F explained that the IB PYP had changed the way they lead and

forced them to acknowledge their shortcomings.

I personally had to take a step back, and I had to kind of train myself about

inquiry-based learning because I did not know anything about it when we started.

Then concept based learning I had to kind of change my thoughts again when it

became more of a concept based learning. I do not want it to be just where they

are talking about one concept. I wanted them to be open to other things, and to

use the vocabulary. That was kind of new a new learning for us because we're

just so used to one thing, you teach this one thing, and that's the way you do it

and it kind of you kind of have to open it up to other ways of learning in other

ways that you can look at things. (Coordinator F, personal communication,

October 29, 2018)

To understand the impact of the program on their attitudes and beliefs,

participants were asked if they would choose to begin the authorization process in the

event they ended up leading a non-IB-school. Principal F shared, "yeah probably

because I mean I am for it. I really like the benefits, so I would probably start to go

through the inquiry once I got to know the staff"(Principal F, personal communication,

November 2, 2018). Coordinator F explained that they think very highly of the IB PYP

and the benefits that it could provide should they end up in a new location.

I would, I really would. I know that sounds crazy and most people would be like

no but now I really would. I think it is a fabulous program and I see what it does

with the kids and how much they have changed I mean just the changing of the

kids themselves is amazing I mean it just made them where they care about

others. It made my kids, and the parents open up their world and their eyes to

being more caring about others and helping other people and getting involved in the community. (Coordinator F, personal communication, October 29, 2018)

The data provided in the interview indicated that the leadership style of Principal F and Coordinator F had been influenced by the implementation of the IB PYP on their campus. Principal F described how they have come to embrace the IB and how they have come to trust their teachers more. The IB PYP has so positively impacted both Principal and Coordinator F that they would bring the program with them to a new campus if given the opportunity.

Research Question Four

To answer the research question Four, what are the non-curricular benefits of the IB PYP on the campuses as perceived by the principals, and IB Coordinators? I compared the answers of the principal and the coordinator from the interviews with all available data. First, I asked the participants to discuss from their perspective how the IB PYP has affected the campus culture? Principal F explained that the IB PYP had made the students and teachers more aware of the world around them.

> I think the biggest thing is awareness and confidence levels with how the kids speak and are willing to speak, even to strangers walking in the hall and things that never took place. I think their confidence levels have skyrocketed, plus their sensitivity to different cultures has changed. When I walk the halls and go in the classrooms now, I feel like what I saw the first day we went to the non-Title I IB campus and saw it school in action. I feel like our kids are just as good as theirs if not better honestly, just not as rich. The IB has impacted my staff as well. Every

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summer, I have at least 10-15 teachers who go out of the country, and they are there thinking about IB and school taking pictures and writing notes and stuff like that. (Principal F, personal communication, November 2, 2018)

Asked about the specific impact of the IB PYP on the culture, Coordinator F described how teachers and students on the campus have come to embrace learning about other cultures.

I think it has brought our kids to love to learn about new cultures and as a result, they are learning about being sympathetic it to other cultures. We have a class now called cultures and every six weeks we teach about a whole new culture. That opens the conversation to different cultures at our campus, and within their planners, the teachers love to talk about other cultures. (Coordinator F, personal communication, October 29, 2018)

When discussing the impact of the IB PYP on the teacher's classroom management, Coordinator F shared that the IB PYP and the technology together contribute to positive student behavior. (Coordinator F, personal communication, October 29, 2018). Principal F explained that the IB PYP had made classroom instruction better, which has resulted in fewer behavior problems.

The program has a total impact on everything from management to instructions. One of the first things I addressed when I came here was the mindset of rows to cooperative learning. Almost every classroom here was set up like a high school, I did not understand it at all, so that was one the first things was learning how to work together in groups and how to do appropriate groups. We still cover what

appropriate and meaningful learning is, but IB just enhanced it a lot. Then with

the IB framework, they have to think a lot and do activities that they actually

enjoy themselves, so they are more passionate about it which trickles down to the

management, where kids become excited they focus on learning and not focus to

clown around. So, it overall helped in that way help with their planning and their

engagement levels which helps with academic and behavior. (Principal F,

personal communication, November 2, 2018)

To illustrate any non-curricular benefits that the campus may see from the IB

PYP, I asked the participants if they felt that the IB PYP had had an impact on the

campuses enrollment. Principal F shared they did not feel that the program had impacted

the number of students that were enrolled, rather they saw a change in the type of

students that were enrolling.

Not numbers. I think the level of kids coming changed, when I started we were

about 99-98% economic disadvantage and I think we are back down to 93% now,

so it is dropping. Some of these kids are coming here from central and some of

those other areas that have little bit more life experiences and stuff, so we are

getting some smarter kids coming here. (Principal F, personal communication,

November 2, 2018)

When asked about the impact of the program on attendance Coordinator F shared

that they "did not know" if the program has had an impact because the campus has

always had pretty good attendance. (Coordinator F, personal communication, October

29, 2018). However, Coordinator F explained that impact on the IB PYP on student

enrollment was evidenced by the fact Campus F received more students than the campus down the street which had a gifted magnet program. (Coordinator F, personal communication, October 29, 2018)

To further investigate the participant's responses about any non-curricular benefits associated with offering the IB PYP, I compared the answers provided against campus enrollment and attendance data retrieved from the Texas Education Agency. The enrollment data retrieved and displayed in Figure 11 indicates that Campus F has seen an overall increase in enrollment of two students since the school became an authorized IB World School in 2014.
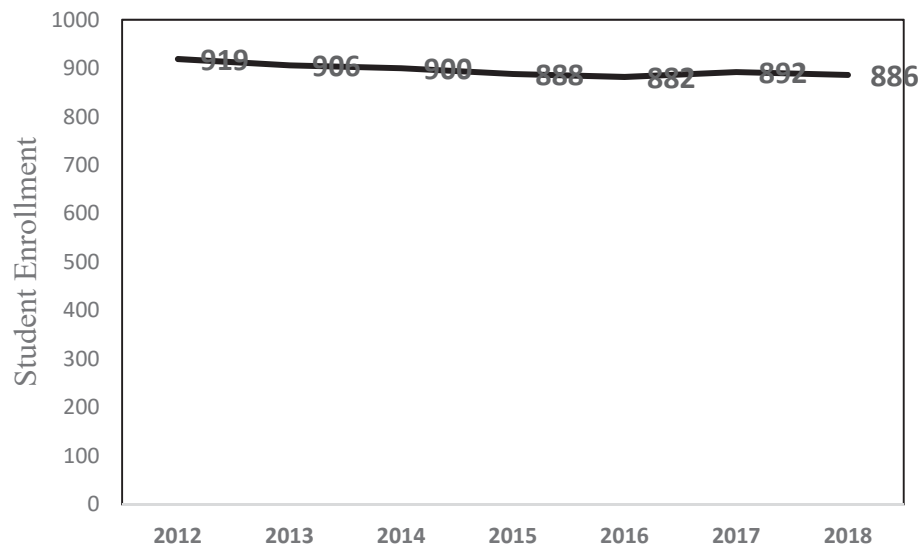

Figure 11. Campus F enrollment data 2012-2018

Figure 12 shows the student attendance rate from the time the school was authorized through the end of the 2017 school year, which was the most recent data available from the Texas Education Agency. This data indicates that the student

attendance rate at Campus F has remained unchanged since the school became an

authorized IB World School in 2014.
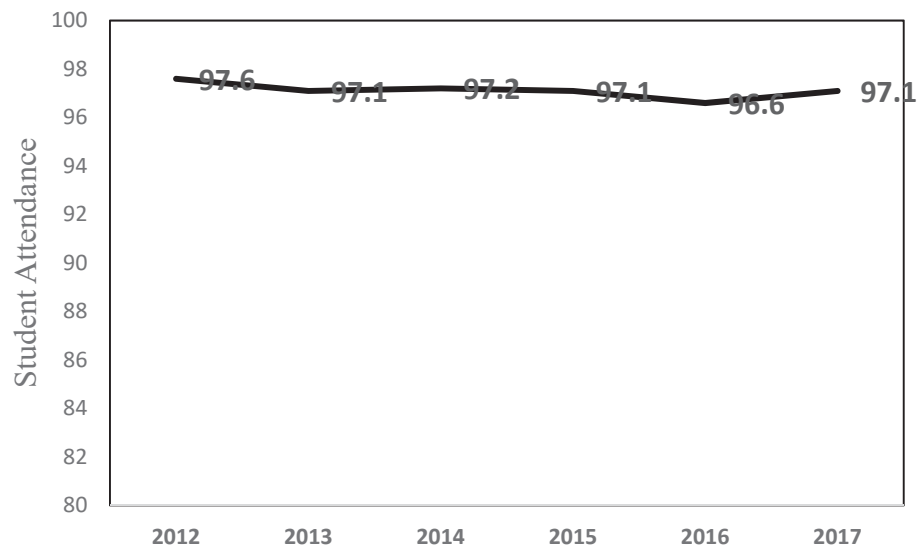
Figure 12. Campus F attendance data 2012-2017

The data provided in the interviews indicated that Principal F and Coordinator F

feel their campus has seen benefits from offering the IB PYP that extend beyond the

enhanced instructional program. Both participants shared that the program has

empowered students to learn about diverse cultures across the globe and it has made

students more aware of the world around them. Principal F also shared that they believed

the program had impacted the day to day operation of the campus from management to

instruction.

When asked about the impact of the IB PYP on student enrollment Principal F

and Coordinator F had different responses. Principal F believed that the program has

started to attract a different kind of student, but that overall student enrollment was not

impacted. While Coordinator F shared that they felt the IB PYP had caused the school to

see an increase in the number of students enrolled at the campus. Data retrieved from TEA indicates that the campus has seen a decrease in enrollment of two students since they were authorized to offer the IB PYP.

Principal F and Coordinator F agreed that the IB PYP had not impacted the student's attendance rate. Data retrieved from TEA indicates that the campus attendance rate was the same last year 97.1% as when they first were authorized to offer the program.

CHAPTER X

SUMMARY, IMPLICATIONS AND RECOMMNEDATIONS

Introduction

In Chapters IV through IX I presented campus principals in six distinct case studies. I learned how a campus principal's use or non-use of sustainable leadership practices impact each campus and their IB PYP implementation differently. In each case data from participant's interviews as well as data from the Texas Education Agency was presented to address the four research questions which were guiding this study. In this chapter, I will summarize this study, discuss implications for practice, and offer recommendations for future research.

Summary of the Study

In Chapter I, I began my stud by introducing the problem, the purpose of the study, and the significance of the study. In the introduction to the problem, I cited research that indicated school principals spend the bulk of their time on administrative tasks, and less time supporting teachers. Yet the IBO believes the PYP is best implemented in a campus where the school leader understands and accept that the primary task of the school community is to enhance the learning of all students, and that "sustainable pedagogical leadership is the goal" (IBO, 2009, p. 3).

Knowing that sustainable leadership plays a key factor in program success, I discussed the challenge that principals face leading IB PYP campuses where they are tasked with leading a school that is misaligned to the current climate in education.

After establishing the problem, I then explained the purpose of this study. The purpose of this case study was to examine the relationship between sustainable leadership practices and IB PYP implementation on six urban elementary school campuses that receive Title I funding. I sought to determine how principal leadership affects IB PYP implementation, if sustainable leadership practices lead to a more effective IB programme, how principals and changed by leading a PYP school, and, what any benefits do campuses receive from offering the program. This study addressed the four following research questions.

1. How does campus leadership affect IB PYP implementation in urban elementary schools?

2. Do sustainable leadership practices contribute to principals and IB coordinators perceptions of a more effective IB programme?

3. In what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting?

4. What are the non-curricular benefits on the campuses as perceived by the principals, and IB coordinators?

In Chapter II, I critiqued the literature related to international education, title I schools, sustainable leadership, and school leadership within a PYP setting. Relying on current research, I (a) discussed sustainable leadership practices as the framework for this study; (b) discussed the IB PYP, factors affecting IB PYP implementation, the current criticisms of the IB PYP, and the use of IB PYP as school reform tools; and (c) discussed the history of title I schools.

In Chapter III, I explained the research methods for this study. After obtaining

approval from the university IRB and the school district, I conducted a qualitative study

by collecting and analyzing data from 12 participants and the Texas Education Agency. I

chose six IB PYP campuses principals and their corresponding IB coordinators to

participate in a semi-structured interview. I recorded and transcribed all the interviews.

The data was shared with the subjects who verified the authenticity of the transcripts.

The data was analyzed using various phenomenological analysis steps described in

chapter three. The data findings for this study were discussed in Chapter IV through IX.

Discussion of the Study

The job of a school leader is to provide their students with the best education

possible. Hargreaves and Fink (2006) believe that if you want quality education to last,

then it is the responsibility of the school leader to also sustainability. Previous research

(Hargreaves & Fink, 2003; Fullan, 2004, Davies, 2007; Šimanskienė & Župerkienė,

2014; Mitchell & Sackney, 2009) studied sustainable leadership practices in a variety of

settings. The goal of my study was to explore the effects of sustainable leadership

practices and PYP implementation on campuses. In the section that follows the findings

from the study are presented via cross-case analysis.

Research Question One

How does campus leadership affect IB PYP implementation in urban

elementary schools? The review of the literature revealed that one of the critical drivers

of the growth of the IB programs had been a desire by campus leaders to provide their

students with a name brand, which in the past was only available to a select few

students. When asked to share about the benefits of the program, none of the principal's interviewed mentioned the campuses seeing an increase in reputation or standing as a benefit. Instead, the participant's responses aligned with many of the purported benefits touted by the IB on the benefits for students and teachers sections of their website. These benefits range from having more culturally aware students who are independent and are able to engage with the world around them to providing teachers with an innovative and diverse framework for teaching. (https://www.ibo.org/benefits/benefits-for-students/) The leadership of Campuses A, B, C, and D, all cited the transdisciplinary nature of the IB PYP as a benefit of offering the program to their students.

> I see it as is it makes learning more relevant, you are not teaching a discipline in isolation which to me is more real-life the students find the work that is not necessarily set up into learning this skill, learning that skill in isolation. (Principal D, personal communication, November 2, 2018)

> While the leadership of Campus E cited both the rigorous academics associated with the program as well as the benefits that students gain from the learner profile as advantages of offering the program. Principal F shared that the IB PYP led to an increase in self-confidence for their students which was evident in conversations with students and in seeing their research presentation. (Principal F, personal communication, November 2, 2018)

> *Challenges.* The review of the literature revealed that the biggest challenge that schools will face as they implement the IB PYP is the struggle to offer a transdisciplinary education while at the same time ensuring that their students are

successful on any number of state, local or national assessments. When asked to share what they viewed as the biggest challenge when leading an IB PYP school, the leadership team's responses landed in one of three categories, teaching skills vs. concepts, funding the program and teacher instructional practice.

The leadership of Campuses A and B cited a disconnect between an IB education and the TEKS as a challenge of implementing the program on their campuses.

The TEKS are what have been the hardest because having to ensure that certain things are taught in a certain year but then that is also addressed again later for the test for the star test that has been very difficult in trying to make it transdisciplinary. (Coordinator A, personal communication, November 9, 2018)

The leadership of Campus C, D, and E all identified paying for the IB PYP as a critical challenge when implementing the program. The leadership of Campus F cited the lack of formal IB experience combined with teachers who are hesitant to adapt their curriculum to ensure success as the most significant challenges they faced regarding the IB PYP.

Test Scores When asked if there was pressure from the district to keep and maintain high test regardless of the impact to the program the participants were in agreement that there was not any external pressure about test scores. The consensus among the campus leadership teams was that the only pressure they felt was internal and that it was pressure to ensure that the campuses continued to perform at a high level. When asked if there was pressure from the district Principal C share, "No, my immediate supervisor has not said anything about my scores, they have no idea what my scores are"

(Principal C, personal communication, October 23, 2018). While Principal F explained,

"I don't really feel the pressure, I mean I put pressure on myself to make sure our test

scores are in a good enough range that we will not have to become a test factory.

(Principal E, personal communication, October 17, 2018) The responses from campuses

leadership indicated that they are more focused on the IB PYP than they are with the

results of a standardized test.

PLC's. All of the campus leadership team's responses indicated that the

principals viewed PLC's as a critical component of the implementation of the IB PYP.

The leadership of Campuses A, D and F have weekly meetings during which meet with

teachers to talk mostly about student needs as determined by data. Principals C and F

shared that they use substitutes to allow their teachers release time several times during

the year to work with the IB coordinators each month. Principals B, C, and E created a

schedule that allowed the leadership team to meet with teachers on a bi-weekly basis to

focus on IB. Principal D commented:

> We meet, and we reflect on the last two weeks learning engagements, we share
>
> out student wonders and student inquiries, we look at the summative that's
>
> coming up we review the lines of inquiry. I mean it is all about the planner, we're
>
> not talking about intervention we're not talking about tiered systems, not talking
>
> about behavior, we are not talking about field trips, we are talking about the last
>
> two weeks learning engagements and how students responded. Then we're
>
> looking at the next two weeks learning engagements and ultimately kind of

leading toward the summative assessment. (Principal B, personal communication, November 10, 2018)

The principals use of PLC's served as a way for campus leadership to be responsive to both the need of the students and the teachers. According to Hargraves and Fink (2006) the use of effective PLC's is a strategy most often used by strong leaders who are committed to improving teaching and learning for the benefits of all students, not just those who are in danger of failing the state assessment.

Professional development. The six campuses leader's actions all indicated that professional development was necessary to support the ongoing implementation of the IB PYP. The leadership of campus D shared that they had created an afterschool workshop program to allow the allow teachers on campus to learn from each other. While the leadership of Campuses A and B were in agreement that they like to leverage any training that could benefit the teachers. Coordinator A shared that, "we encourage teachers to go received PD whenever they can" (Coordinator A, personal communication, November 9, 2018).

Several of the responses indicate that campus leaders value a differentiated approach to professional development, the same way that they value differentiated instruction in the classroom. Principal C stated, "I do not believe in making people sit through professional development that is not applicable to them" (Principal C, personal communication, October 23, 2018). This response who echoed by Coordinator E who added, "I kind of try and let teachers drive the professional development because if I design it and make it at it for me, it's not tailored to them" (Coordinator E, personal

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communication, October 28, 2018). Principal F made the point, "we can lead some beneficial professional development, I feel that we're pretty good at it, and we can actually target it to exactly what we know the teachers need" (Principal F, personal communication, November 2, 2018).

Teacher turnover. All of the campus leadership teams affirmed that the IB PYP had a dramatic impact on the teacher turnover rates on campus. During the interviews, two themes emerged when discussing teacher turnover. The first theme that emerged was that as campuses launched the program, they experience an increase in the teacher turnover rate for the first few years. Principal E made the point:

> I think it's the first couple of years turnover was very high people. There are people who just that's not the way they teach there not comfortable with it, they are not inquiry-based, they are not transdisciplinary, they didn't want to be. (Principal E, personal communication, October 17, 2018)

While the second theme that emerged was that most of the teachers who left the campuses as a result of the IB PYP tended to be veteran teachers who in the principal's mind where not willing to adapt to a new style of teaching. Principal D shared, "we really need to bring in some new blood that is really about being coachable to this way of learning" (Principal D, personal communication, November 2, 2018). While Principal F described teacher turnover on their campus as follows.

> I did have turnover, but the turnover was of any teacher that needed to be, it was the very veteran teachers, and that would not change no matter what we did they

still taught like they did 20 years ago. (Principal F, personal communication,

November 2, 2018)

To help counteract the effect of the program on teacher turnover Principals B, C,

and E now make it a point to give any interested teaching candidates an accurate

snapshot of the expectations of working at an IB PYP school.

Research Question Two

Do sustainable leadership practices contribute to principals and IB

coordinators perceptions of a more effective IB programme? The conceptual

framework of sustainable leadership as outlined in the literature review guided this

study. This framework is composed of seven components: depth, length, breadth, justice,

diversity, resourcefulness and conservation. "Sustainable leadership establishes a set of

values and purposes that underpin the education process in the schools (Davies, 2007,

p.6)" In this study, the school leaders had determined that the primary purpose of the

school is to provide students with an IB education. Each of the participants was asked

questions to assess the extent to which they were using the seven components of

sustainable leadership to support the ongoing implementation of the IB PYP on their

campuses. According to the responses from the principals, the components of depth,

breadth, diversity, and conservation were utilized by the majority of campus leaders. The

responses from the principals indicated that the components of justice, length and

resourcefulness were not being utilized with fidelity across all campuses.

Depth. The one theme that emerged when discussing depth was that all the

Principals in this study revealed that they valued learning over achievement on their

campuses. Principal B noted," Learning, learning is the process and I think that has been the biggest learning curve with IB is that learning is achievement" (Principal B, personal communication, November 10, 2018). Also, Principal C shared "Learning, but it should go hand in hand though. I mean they should achieve if there are learning, but I mean you make mistakes, and that is part of the learning process, and that is how you grow" (Principal C, personal communication, October 23, 2018). Principal D added, "Learning you are never done and that is the beauty of it you never done" (Principal D, personal communication, November 2, 2018). Hargraves and Fink (2006) make the argument that to be a leader who is focused on learning, you must prioritize learning before testing so that any changes in test scores can be attributed to actual improvements in learning, rather than test-prep methods that can produce short term increases in test scores.

All principals in this study believe that learning is more important than achievement. The idea of learning over achievement is important because without this belief the leaders will be unable to implement any of the other sustainable leadership components. In their book Sustainable Leadership, Hargraves and Fink (2006) make the point that "all other principals of sustainable leadership are secondary compared to depth of learning" (Hargraves & Fink, 2006, p.54)

Length. Hargreaves and Fink make the point, "taking responsibility for leadership succession is essential to ensure that improvement efforts endure overtime" (Hargreaves & Fink, 2006, p.56). Principals in this study were asked to discuss how they were planning for the inevitable change in leadership. There were three themes that emerged when discussing if the program was sustainable past the current leadership

team: (a) strong belief that the program is sustainable beyond the current leader; (b)Lack of succession planning; and (c) idea that they can plug in a new coordinator from their campus and not experience a drop in the quality of the program.

Four of the six principals in this study A, C, E, and F were confident that the IB PYP was sustainable even after they left the campus. They all attributed the sustainability of the program to the fact that the campus community made up of teachers, staff, and students all supported the program. Principal A," I think it would be sustainable. I mean it is sustainable because the teachers want it, the community wants it, and I have a leadership team that would support" (Principal A, personal communication, October 23, 2018). Principal E shared, "I think the program is now at a level at where it can be sustained and survive personnel changes" (Principal E, personal communication, October 17, 2018). Principal C described the sustainable of the program as follows:

> We have people on campus who are passionate, so even if I left, and the
> coordinator left part of the hiring process for the next person would be what do
> you know about IB and what are you going to do to make sure this continues.
> (Principal C, personal communication, October 23, 2018)

The responses of Principals B and D indicated that the fate IB PYP on their campuses was directly tied to the whims of whoever the next principals is. Principal B shared that if she were to leave the campus than IB coordinator had already planned to leave as well. While Principal D shared that they were worried about the track record of the district planning inexperienced principals in the neediest schools like hers.

Principals A, C, E, and F were confident that the program would survive a leadership change, yet only Principals F had been proactive and created a secession plan that was supported by the district. The rest of the principals responded that for a variety of reasons including recent staffing changes and lack of experience they did not feel confident that anyone on the campus had the knowledge and experienced necessary to step into the role of principal should they leave the campus. This is problematic, but not unsurprising as Fullan (2002) pointed out that succession planning is one of the most neglected topics in education. Succession planning should not stop with leaders thinking about who will replace them. Principals should also be thinking about who will be the next IB coordinator. All of the principals in the study were confident that they would have no trouble finding a new IB Coordinator from the crop of teacher leaders that they had developed on their campuses, yet none of them had a succession plan or a specific leader in mind. This sentiment was best captured by principal E who shared: "I would most likely promote someone on our current staff to the position, and we would keep marching right along" (Principal E, personal Communication, CITE). The lack of a specific succession plan for who would replace the coordinators is cause for concern as "Leadership succession is repeatedly spoiled by poor planning" (Hargreaves & Fink 2006, p. 71).

     Breadth. According to Davies (2007), sustainable leadership cannot depend on a single leader. Practices and in this case the IB PYP must be owned by teacher leaders and staff across the campus if it is to survive the next leader. (Davis, 2007, p. 8) Based on the participants' responses, ownership of the IB PYP was distributed at all six of the

campuses. Principal F commented, "I mean essentially the teachers and the kids, but I am the one that fuels it, the admin keeps fueling it to make sure you know especially in those months where everybody is tired" (Principal F, personal communication, November 2, 2018). When asked who owned the program, Principal A commented, "the teachers that have experience in IB, so any teacher that's been here two or more years and in my eyes the IB coordinator, the leadership team" (Principal A, personal communication, October 23, 2018). The concept of multiple stakeholder feeling ownership is important because, "Sustainable leadership is distributed leadership" (Hargreaves & Fink 2006, p. 1).

According to Hargreaves and Fink (2006) strategies such as teacher-driven professional development, teacher-initiated innovation, and staff led planning teams are strategies that have been shown to help transform schools over time. Each of the principals in the study indicated that they have robust systems in place to allow their teachers to lead PD for their peers on campus, in the hopes of growing new leaders and easing the burden of leadership on their administrative staffs. The systems ranged from monthly afterschool workshop parties at campus D to having teachers to lead all PD during the initial two week in-service at campus E.

The distributed approach to leadership was evidenced by the fact that a small number of principals in the study shared that they had used consultants but only in limited roles to provide targeted support that they could not get from anyone at the campus or district level. Principal F, "We can lead some beneficial professional development, I feel that we are pretty good at it, and we can actually target it to exactly

what we know the teachers need" (Principal F, personal communication, November 2, 2018).

Justice. What happens in one school seldom occurs in isolation. Instead, improvements at one campus begin to attract the students, teachers, and families from other schools. (Hargreaves & Fink, 2006) After reviewing the data about the topic of justice from conversations with the principals in this study two themes emerged (a) principals had not been proactive in dealing with the impact of the IB PYP; and, (b) lack of support from the district had made program sustainability difficult.

Any initiatives or program that a school launch should always be viewed through the lens how will this affect the district as a whole. Data analysis indicates that five of the principals in this study are aware of how their program has impacted other schools, yet they are not concerned about the impact on other schools. Principal B shared,

> I think that our magnet families that are here they recognize the community
> involvement, they recognize having a PTA that has a six-figure income, they
> recognize what it is like to be a part of a little bit more of an affluent school. I
> believe that they like that, and what some of the magnet families come for is that
> feeling. (Principal B, personal communication, November 10, 2018)

Principal D was the only principal who shared that the IB PYP had not impacted any surrounding schools because they were not able to attract new families. "I think it is mainly still our neighborhood kids not necessarily kids that whose parents will really want to come here" (Principal D, personal communication, November 2, 2018).

The importance of the sharing impact of the IB PYP on neighboring schools

cannot be overstated, Lubit (2001) found that organizations who work to sustain just policies, also promote communication and cooperation. In this case, principals who work to share the benefits of the IB PYP and at the same time try to mitigate the appeal of the program to students who are zoned to other schools would see benefits to their schools, and the district as a whole.

The second theme that emerged was that five of the principals in the study did not feel supported by the school district. This made school leadership a challenge and did not contribute to a belief that the district was invested in the sustainability of the IB PYP. Principal C shared "I need help, and I do not feel particularly supported by them. I mean I had one person for two years in a row every single other one I have had for one year (Principal C, personal communication, October 23, 2018). Principal E described how the district benefits from having a large number of IB programs, yet they do not provide any support to the campuses.

> We do not receive any support financially from the district for this very expensive program. The district loves to tout how many IB programs that it has, and you know it is really a feather in the cap of the district to have so many, but then they do not really support it very much, and financially they do not support it at all. (Principal E, personal communication, October 17, 2018)

Diversity. The literature review illustrated the fact that most of the education that students in urban, high need schools are exposed to is often the opposite of the type of education that is called for in IB schools. Hargreaves and Fink (2006) opinioned that, "the rich diversity of the urban classrooms and communities has been flattened by the

imposed uniformity of curriculum content one size fits all programs and strangulating testing regimes" Hargreaves & Fink 2006, p. 166). In order to sustain the IB PYP principals in schools need to advocate against a system to ensure that their programs did not suffer. As the principals in this study spoke about diversity, two themes emerged (a) most principals did not feel that standardization reforms had impacted the IB PYP; (B) principals at schools who had moderate success on the state test felt unburden from district restrictions, and standardization pushes.

Principals A, B, C, E, and F all shared that the IB PYP had not been negatively affected by reforms pushed down from the district. Principal A responded, "we have been pretty sheltered from those again because we are a tier-1 school and we are high performing, so people leave us alone" (Principal A, personal communication, October 23, 2018) while Principal E added that they found several of the district's new initiatives to be complementary to the IB PYP.

The second theme that emerged was that Principals A, B, C, E, and F all responded that they felt the freedom to resist any initiative from the district that they felt had the potential to harm their students or the IB PYP on their campuses. Hargreaves and Fink (2006) point out that the various attempts towards standardization and the various reforms over the past few years have removed teachers capacity to acknowledge and adjust to the needs of their students and in this case the IB PYP. (Hargreaves & Fink, 2006) Principal F shared, "I stand up and push back if I think it is going to impact us if I think it is okay then we will do it" (Principal F, personal communication, November 2, 2018). Principal B commented, "They have just kind of allowed us to be

Renegades and just as long as the scores keep moving in the right direction I think they just let us be" (Principal B, personal communication, November 10, 2018).

Principal D was the outlier when it came to supporting and pushing for a diverse learning environment. They were also the only leaders whose campus was projected to receive a letter grade of D on the State of Texas school rankings. Principal D's responses indicated her belief that the district's curriculum documents were driving the IB PYP and that the campus was going to struggle to implement the IB until test scores improved. Principal D shared:

> I do not have the opportunity to opt out right now. I think until we prove ourselves until they see some distinctions on this campus, I do not think that is going to change. I think it falls on us to say okay let us get over this hurdle and let us show them how successful we can be…Right now they are saying this campus is still barely staying above water, and that is their concern you know, and I can see their point, I would be concerned too. (Principal D, personal communication, November 2, 2018).

Resourcefulness. Three themes were evident when discussing the concept of resourcefulness;(a) principals were actively seeking out a healthy work-life balance; (b) overreliance on the campus budgets to support the cost associated with the IB PYP; and, (c) lack of effective advocacy**.** The first theme that emerged when speaking about the concept of resourcefulness was that all of the principals in the study reported that they were leading lives that reflected a healthy work-life balance. The idea that principals were taking care of themselves is vital because, "Principals need to find time to regroup

and relax, as a way to reduced and manage the stress that comes from working in a system pushing standardization"(Hargreaves & Fink 2006, p. 202).

Three of the principals in this study responses that they were purposefully in trying to live out the IB learner profile attribute of balance. Principal B shared, "I have taken the whole balanced attribute to heart since becoming principal here, and I am trying to live into that a lot being balanced" (Principal B, personal communication, November 10, 2018). Principal A added, "Well, I would like to be more balanced, but I try" (Principal A, personal communication, October 23, 2018). Principal C described their approach to leading a school and a family as follows:

> I try to have more balance in life. I think that is the thing that I constantly try for. Because I do not think principals' lives typically are balanced, and I think it is really hard to have time for your family and hobbies and to meet the demands of the job plus I care, so I do not want to do a halfway job. (Principal C, personal communication, October 23, 2018).

Resourcefulness also includes bringing new resources to campuses, in this study, I was curious if any of the principals had identified new funding streams for the IB PYP or if they were content to fund the program out of the campus budget. The responses from the principals indicated that three Principals A, C, and D had created relationships with their PTO to help pay for the IB PYP on their campuses. Three other Principals B, E, and F reported that they funded the IB PYP solely out of their campus budgets which are subject to budget cuts at the state, or local level and leaves the IB PYP vulnerable to cuts.

A third theme was that all principals in the study reported that they had the chance to speak with elected officials ranging from the governor to their board member. However, none of the principals in the study were able to cite evidence that the advocacy had benefited the campus or the IB PYP. Hargraves and Fink (2003) point out that, "in an unhelpful environment sustainable leadership must have an activist dimension."(Hargreaves & Fink, 2004, p.12)

Conservation. Three themes emerged around the theme of conservation (a) a belief that the program is sustainable (b) principals were aware of the past challenges associated with the IB; and, (c)certain teachers were reluctant to embrace the IB PYP. Out of the six principals that I interviewed, five of them stated that the IB PYP on their campus was sustainable beyond their time on the campus. Principal A shared, "I think it is sustainable even when I leave. I cannot imagine why anybody would not want to do the PYP or any IB program. (Principal A, personal communication, October 23, 2018). Principal E, "Our community would be outraged"(Principal E, personal communication, October 17, 2018). Principal B commented:

> "No, I think it is so a part of the fabric of the school, I think that the community has bought into it so much that I think that it would be a community decision and I do not see that happening" Principal B, personal communication, November 10, 2018).

Only Principal D was on the fence about the long-term sustainability of the program, and this was based on the idea that the district would most likely place an inexperienced principal into the role if they were to leave.

I really believe that for a school like this as small as it is, with a limited budget

you will need to have an experienced principal come in and take over and

especially knowing that it is an IB school that's a program you need to maintain

especially in a Title I neighborhood. Yeah, so that is what worries me is that in

this district that is where they put the most inexperienced principals in schools

like this. (Principal D, personal communication, November 2, 2018)

The second theme that was derived from the principals is that they were all able

to recall past challenges associated with PYP implementation. Four of the principals in

the study shared that they felt teacher capacity combined with fear of the unknown made

the initial implementation of the IB a challenge. Principal A, "having everyone

understand that IB is a framework and that we want to honor to IB, but also we are here

about accountability and that the TEKS have to be covered" (Principal A, personal

communication, October 23, 2018).

Principal B described the challenge of starting the IB PYP but realizing that

students had gaps that still needed to be addressed:

We just kept uncovering that we were asking teachers to function at such a high

level with having these transdisciplinary learning engagements with structured

inquiry going on but yet we still needed to fill in so many content gaps that were

kind of ground-level work. (Principal B, personal communication, November 10,

2018)

Principals F described how the lack of finite answers made program

implementation difficult because teachers were looking for the correct answer:

So we were all kind of learning it together in trying to figure out because IB does

not tell you right or wrong you know they do all the philosophy stuff, so that was

the toughest challenge for us was figuring out what all the little boxes in the

planners really needed and how to go from there. (Principal F, personal

communication, November 2, 2018)

Principal D spoke about the need for IB PYP teachers to be constantly evolving and

introspective, "are you working on your game as a teacher, and you have to never be

satisfied" (Principal D, personal communication, November 2, 2018).

The final theme that emerged under the topic of conservation was the idea put

forward by all six principals in the study that the IB PYP requires teachers to work

harder and teach differently, and as a result, campus leaders need to be ready for teacher

turnover.

We definitely had people that wanted the look of IB and wanted the feel of

working in an IB school but when it came down to doing the intellectual and

cognitive work to do the teaching and learning like it was too much" (Principal

B, personal communication, November 10, 2018).

Principal E shared:

So I think the first couple of years turnover was very high people, there are

people who that is not the way they teach there not comfortable with it, they are

not inquiry-based, they are not transdisciplinary, they did not want to be. In

many cases pretty good teachers, but it is not comfortable, then it if I am going to

make them do it then, they were going to leave which happened, and that is fine.

(Principal E, personal communication, October 17, 2018)

Principals D and F said the issue of teacher turnover was directly related to veteran teachers who were unwilling to make the shift that is required of them to implement the IB PYP in their classrooms. Principal D commented:

Some of our teachers had cobwebs, they have been here for a long time, doing the same thing for 20 something years and the drill and kill does not work, the talking at students does not work. This is where student discussion is the loudest when you walk into a classroom if you are really truly doing IB and I do not see that it is a lot of sit and get. So that to me is like we need to we really need to bring in some new blood that's really about you know being coachable and this way of learning. (Principal D, personal communication, November 2, 2018)

Principal F echoed those comments:

I did have turnover, but the turnover was of any teacher that needed to be, it was the very veteran teachers, and that would not change no matter what we did they still taught like they did 20 years ago. (Principal F, personal communication, November 2, 2018)

Hargreaves (2005) found that young teachers were, generally regarded as enthusiastic and optimistic and more open to change than their older colleagues, who were more resistant to change. However, the overreliance on young teacher and their willingness to embrace changes should come with a warning as veteran teachers often

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have years of experience and the perspective necessary to provide context as to why a new batch of reforms will not be successful based on the errors of the past.

Research Question Three

In what ways does the implementation of IB PYP change campus leaders' leadership practices in an urban setting? Three themes emerged when talking with the principals of this study; (a) principals at PYP schools see themselves as instructional leaders; (b) leading an IB PYP school requires a different approach than what would usually be found in Title I schools; and, (c) a sincere belief in the IB PYP and what it can do for students and campuses.

The first theme that emerged from my conversations with the principals is that they view themselves more as instructional leaders rather than compliance monitors. Principal A shared, "I am going to give you the autonomy to do what you need to do, and I am hands off, so I will come back and ask what is going on. I am not going to ask for a report" (Principal A, personal communication, October 23, 2018). Principal C commented,

> I believe that when adults, parents, and students are involved in the decision-making process, they have more buy-in. I also model a lot of the kinds of behavior that I expect, but when push comes to shove and if I need to be more authoritative then I can be. But that is not my preferred. I am a team builder. (Principal C, personal communication, October 23, 2018).

The principals in my study defined their leadership style with the words, "cheerleader", "coach", "trusting", "collaborative" and "kind", the responses from the

principals are aligned with qualities that according to Hallinger & Murphy (1986) are often found in principals leading effective schools with low numbers of economically disadvantaged students. Their study found, principals in effective schools that serve a low number of students who qualify for free lunch, "were frequent visitors to classrooms and actively involved in coordinating the school wide curriculum, they exercised less direct control over classroom instruction, generally respecting the traditional autonomy of teachers with respect to instructional decision making" (Hallinger and Murphy, 1986, p. 341)

The second theme that emerged was that a result of leading an IB PYP school, the principals indicated that their leadership styles had begun to embody many of the qualities of the IB learner profile. The responses from all the principals in the study contained elements of the IB Learner Profile. Principal D shared that leading an IB school, "has definitely made me aware of being more balanced in my approach to working with people" (Principal D, personal communication, November 2, 2018). The responses from Principal A and F demonstrated how much they had begun to internalize the Learner Profile.

> I am going to fall back to the learner profile and making sure that I am caring, I have integrity, and I am knowledgeable about what I am doing so I will use that as a cushion. I have always been that you know if I say that I want something done and I come back and check, and if it is not done, I am going to let you know. I mean I will do it in a caring way. (Principal A, personal communication, October 23, 2018)

Principal F described the impact of the LP as follows:

I did not use the learner profile with children and with teachers before I came to

IB, but now it is very much integrated it is a part of all that we do with discipline,

social-emotional learning, academics, and everything. (Principal E, personal

communication, October 17, 2018)

The principals in my study all reported being impacted by the IB PYP in some

way, so I have included the new leadership behaviors alongside those non-sustainable

behaviors that participants shared that they moved away from as a result of the IB PYP

in Table 3. Principals A, B, and F responded that their leadership style had changed

compared to the time they were leading a low performing school, and they realized that

leading a PYP school requires a different approach and a shift away from unsustainable

leadership behaviors. , "I am not a dictator you will do this, you will do that, I was in the

beginning" (Principal F, personal communication, November 2, 2018).

Principal A commented,

I am going to give you the autonomy to do what you need to do, and I am hands

off, so I will come back and ask what is going on. I'm not going to ask for a

report, I'm not into that unless you want to show me those things, but here's my

style find the right person for the job, find quality people to do the job, make sure

you have a good job, match whenever you want to call it and let the person work.

So here is the other thing though that that management style works well for me

here but it was something different when I was at my other campus. (Principal A,

personal communication, October 23, 2018)

Table 3.

Impact of IB PYP on Principals Behaviors

Non-Sustainable Leadership Behavior	New Leadership Behavior
• Micromanaging all aspects of the campus • Acting as a dictator with a reliance on non-negotiables • Operate with a sense of urgency and a focus on data and test scores • Reliance on structure and procedures	• Serve as a cheerleader for the campus and the IB PYP • Share leadership of campus programs and activities with teachers and staff • Hire the best people and provide them autonomy to do their jobs • Utilize a balanced approach to working with teachers and staff • Understand that learning is a process and that it takes time • Protect the campus and the Program at all cost • Model the behaviors that you want to see in the students

Principal B shared,

> Well, I think that it definitely adjusted as an IB principal. At a turnaround school
>
> where we were IR it was a bit more urgent, it was a bit more uncompromising,
>
> and non-negotiables and structure and procedure. Being placed at an IB school, I
>
> very quickly learned that is counterintuitive to what we were trying to grow in
>
> our students which is independence, ownership, and agency, basically the exact
>
> opposite of what I was doing to and with children in previous campus
>
> environments. Not that either is right or wrong, they were just very different, so I
>
> then had to learn just how to relax. That was a huge part of becoming a PYP
>
> principal to relax and trust teachers more, and trust my coordinators more, trust

kids more, and just kind of let go.

I am definitely a more casual leader in the sense that I do not have as many you know non-negotiables. I have beliefs, but you know I share those beliefs, and I share what practices and what values align with those beliefs, but I am not the rigid, uncompromising and leader I think I used to be. I think I used to think that is what leadership was and needed to be, but I think that this new experience has taught me that there is also school settings that they do not need that, in fact, that is counter-intuitive to the program, so I have become a little bit more relaxed. (Principal B, personal communication, November 10, 2018)

The third theme that that surfaced when speaking with the six principals in my study was that they all responded that their time leading an IB PYP school had affected them to the point that if given a chance to start the IB PYP at another campus they would. This sentiment was best captured by Principal E who shared, "I believe in the program, I believe in the framework, and I believe in what it does for the kids academically, behaviorally, socially it is rigorous, it is fun" (Principal E, personal communication, October 17, 2018).

Understanding the impact that the IB PYP has had on the school leaders is important because as Juechter, Caroline, and Alford (1998) found, in order for change to be effective, it is necessary to challenge and clarify people's beliefs. In this case, if the IB PYP is going to become sustainable, then the principals have to believe in the program, and their belief must inform every action on campus. Kin, Kareem, Nordin, and Bing (2018) reported that for meaningful, lasting change to occur in schools

principals must influence the beliefs of teachers. Without campus principals modeling their belief in the IB PYP, teachers are unlikely to give the time, resources and commitment necessary to make sustaining the IB PYP on campuses a reality.

Research Question Four

What are the non-curricular benefits of the IB PYP on the campuses as perceived by the principals, and IB Coordinators? As shown in the literature review the research on the impact of the IB PYP and student achievement is mixed at best. The IBO created the PYP program to allow elementary schools to help students to learn through the lens of the IB learner profile (IBO 2016), not to improve test scores. Participants were asked to discuss the impact of the IB PYP on four areas campus culture, classroom management, student attendance, and campus enrollment.

Culture. All the principals in this study agreed that the IB PYP had in some way positively impacted their campuses cultures. The principals shared that overtime the IB PYP schools, students and teachers have begun to reflect the various components of the IB PYP, and as a result, the cultures have become more positive, and respectful. Principal F shared that the learner profile had helped to create a culture of respect on the campus.

> The common language of the learner profile is huge for creating a culture of respect in the school, so I think that is huge, the academic requirements of the program I think it had a huge impact, the rigorous program that all children receive, so I think it has impacted it very positively in just about every dimension. (Principal E, personal communication, October 17, 2018)

Principal A described the impact of the learner profile as a function of everything the IB requires from schools has contributed to a culture shift.

> I think that the IB program, the learner profile has allowed us to open up just so much more and understanding that students have to connect to the learning we have to have fun in the learning so just looking at those pieces. I think if you go to an IB school and then really follow the learner profile and things that have to be done, and what you have to model for, then you are going to change the culture. (Principal A, personal communication, October 23, 2018)

Principal C added that they see more collaboration amongst the teachers compared to when the program first began.

> I think there is a lot of talking in the classrooms which is important both for language development and content. The collaboration among the teachers is an expectation, and we work hard at that because some teams take a long time to you know connect and be able to really work together. (Principal C, personal communication, October 23, 2018)

The learner profile was developed by the IBO to be their "mission in action and to concisely describe the aspirations of a global community that shares the values underlying the IB's educational philosophy" (IBO, 2015, p. 1). The idea that the longer a campus is an IB World School the more it begins to reflect the learner profile attributes is one benefit of offering the IB PYP that cannot be measured on any state, or national assessment.

Classroom management. Two distinct themes emerged when discussing the

impact of the IB PYP on classroom management: (a) The learner profile provides schools with a common language which allows for consistency and; (b) as teachers have embraced the IB PYP classrooms lessons have become better and as a result students have become more engaged. Several of the principals in this study asserted that the learner profile provided teachers with a framework for supporting the desired student behavior in their classrooms. Principal C shared,

> Over time we have talked about it, we did a whole lot of training about empathy and how to communicate, and how to validate the kid's feelings and have boundaries and have high expectations and using the language of the essential agreements. I mean we recognize students for being caring, or empathetic, or risk takers they integrate that into what they are reading and the everyday conversations. (Principal C, personal communication, October 23, 2018).

Principal E commented that the common language provided by the learner profile helps give students consistency when it comes to behavioral expectations.

> The learner profilers is the consistent language that starts in pre-K, and it goes all the way through fifth grade, and so every year they are in every classroom it is very consistent from one classroom to the next. You know things like being principled, being caring, knowledgeable, a risk-taker thinker all those attributes in the learner profile those are all things that the teachers use to help foster a community of respect and also helps with the classroom management. (Principal E, personal communication, October 17, 2018)

Principal F commented that the learner profile combined with the IB training has resulted in a different feel to the campus.

I mean you walk through this campus you will never see a teacher raising their voices to students, it is very respectful…I do not know if it is the modeling that I do based on the learner profile, or because they finally caught on the training that we did. I do not know, but it is definitely, you can feel that that around the campus that is just very it got this sort of laid-back, sort of organic, kind of feel to it. (Principal D, personal communication, November 2, 2018)

Several of the principals shared that the IB PYP has made their lessons better and as a result students are more engaged and less prone to misbehave. Principal F shared, "it overall helped in that way help with their planning and their engagement levels which helps with academic and behavior" (Principal F, personal communication, November 2, 2018). Principal B commented:

When you go into classrooms where there is a really interesting video or a really interesting photograph, and everyone is invited to take part in the conversation. I think that it builds confidence with kids; every kid has something to bring to the table. I think that it is it absolutely creates confidence; it creates a better listener. So absolutely, I think engagement is the key to management, we are always working on not managing kids but teaching kids to manage themselves. I think that you know that the program does give us the language and give us the tools to be able to do that. (Principal B, personal communication, November 10, 2018)

The idea that as teachers have begun to embrace the IB PYP their lessons have become better and more engaging is supported by Young, Michael, and Smolinski, (2018) who argue that, "all education is relational, and students cannot have genuine relationships with their teachers unless teachers themselves are passionate, genuine, and engaged with the content they are teaching" (Young, Michael, & Smolinski, 2018, p. 8).

Attendance. Of the six principals interviewed in this study, only Principal A was of the mindset that the IB PYP had an impact on his campuses attendance rate by making the school a place where the students want to be. Principal A shared, "a lot of kids get sick because they are just sick of school, not here kids really look forward to coming to school, at least that the feedback I get, and they want to be here" (Principal A, personal communication, October 23, 2018).

Principals B, C, D, E, and F all agreed that the program had no impact on the campuses attendance rate. According to attendance data obtained from the Texas Education Agency Campuses A (.3%) and B (1%) were the only campuses out of the six that experienced an increase in student attendance since being authorized to offer the IB PYP. Campus C (-.3%), D (-.6%), and E (-.1%) saw a decrease in the attendance rate, while the attendance rate at campus F was the same last year as it was when the school was authorized.

Enrollment. Principals in the study had mixed responses when asked to share if they felt the IB PYP had an impact on student enrollment. Principals B, C, and E were confident that the program had made the schools more attractive to families which increased student enrollment. Principal B shared that increasing enrollment was one of

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the key reasons that the school initially pursued the PYP. When asked if the program had the desired effect, Principal B replied, "yeah a lot of people seek us out. We have tours, they study IB, students from other attendance zones nearby can apply to come to our school for the program, and so it has given us an elevated perception" (Principal B, personal communication, November 10, 2018).

Campuses B and C also have dual language programs, and when asked if the IB PYP or the dual language program was the more significant attraction to families, the leadership of the campuses shared that the dual language program had a more significant impact than the IB PYP. Principal C shared, "I think over time more people are attracted to us because of the IB, but I would say initially is dual language because it is our magnet" (Principal C, personal communication, October 23, 2018). While Coordinator B commented, "70-80% of the people are choosing the campus because of the dual language programming" (Coordinator B, personal communication, November 23, 2018).

When asked about enrollment Principal F shared, they did not feel that the program had impacted the number of students that were enrolled; instead, they felt the IB PYP was allowing them to attract a different kind of student.

> Not numbers. I think the level of kids coming have changed, like when I started we were about 99-98% economic disadvantage and I think we are back down to 93%. So you know it is dropping as some of these kids are coming over here from central and some of those other areas that have little bit more life experiences and stuff, so we are getting some basically smarter kids coming here. (Principal F, personal communication, November 2, 2018)

Principal A, shared that their school was at capacity so while there was more interest in the school, they could not enroll any new students. Principal D was blunt in their assessment of the impact of the IB PYP on the school's enrollment. "We are a Hub school, so they come here if they want to or not" (Principal D, personal communication, November 2, 2018

According to attendance data obtained from the Texas Education Agency Campuses A (1) and B (22), C (42) and E (58) have seen an increase in student enrollment since becoming authorized to offer the IB PYP Campus D (-88) and F (-2) have seen student enrollment decrease since they became authorized to offer the IB PYP.

Implications for Practice

This study was based on the perceptions and experiences of school leaders implementing the IB PYP in urban title I schools. Through this study, I learned that IB PYP school leaders working in urban title I schools are utilizing several components of sustainable leadership, but none of the principals are utilizing all of the components and as a result program sustainability from campus to campus is left mainly to the whims of whoever the next principal is. The principals in this study were successfully utilizing the components of depth, breadth, diversity, and conservation to support IB PYP implementation. Principals in the study found it challenging to implement the components of length, justice, and resourcefulness.

The principals in this study cited several benefits to offering the IB PYP including a positive campus culture, better instructional program, and students who reflect the IB learner profile. The principals also identified serval challenges that come

along with IB PYP implementation among the challenges were a teacher turnover, the cost of the program, and the difficulty of balancing the IB PYP verses what is measured on state and national assessments.

Depth. Leading any IB school is impossible without a commitment to deep learning. The notion that learning is a slow process that can take months or years flies in the face of the current climate of education. The principals in this study were all of the belief that learning is more important than student achievement as measured on a standardized assessment. The IB PYP is a curriculum framework rooted in constructivist philosophy in which students build and construct their own meaning. Noguera (2017) argues that in order to provide deeper learning opportunities for students, "a tremendous transformation in how schools approach teaching and learning will be necessary" (Noguera, 2017, p.2). Principals who want to offer the PYP must ensure that Students are provided the time to learn new concepts and skills. While at the same time modeling the belief for teachers that learning is a delicate process that cannot be rushed in the hopes of achieving a high score on a test.

Breadth. The context of the schools in this study required that the ownership of the IB PYP be shared amongst multiple stakeholders of it was going to be sustainable. The principals in this study indicated that they work to ensure that all stakeholders including teachers, students, and parents feel responsible for the success of the program. According to Ritchie and Woods (2007), the benefit of this model of distributed leadership is that it creates a sense of collective ownership of the program by distributing responsibility for the PYP amongst the various stakeholder groups. (Ritchie & Woods,

2007). Principals who want to foster conditions to support distributed leadership should implement a system whereby teacher leaders are identified across the campus and given various tasks to support their growth and development.

Diversity. The principals in this study spoke about the need to pushback against district initiatives and policies that they felt would harm the IB PYP on their campuses. The challenge of providing IB students with a diverse education is difficult in the current educational context. According to a 2015 study by the Council of the Great City Schools, during the 2014-15 school year, students in 66 urban school districts in the U.S. sat for tests more than 6,570 times. The test was the result of national, state, and state policies and demonstrated the need for IB PYP leaders to advocate for diverse learning environments. (Hart et al., 2010) The principals in this study explained that decisions made at the district level often did not consider the challenges being faced by schools implementing the IB PYP. As such, campus and district leaders who are worried about compliance with menial tasks and student success on benchmark exams would be wise to seek out a different program as the IB PYP will require principals to become risk-takers and advocate for their students, teachers and the IB PYP and the expense of everything else.

Conservation. Schools and teachers can often be victims of initiative overload as overzealous leaders launch new program, after new program looking for a silver bullet that will solve all of a campus or district's needs. Noguera (2017) believes that the "churn of reform has done little to produce sustainable change" (p. 27). The idea of initiative overload is not new to anyone who has spent time in public education in the

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past 20 years. Year after year new programs are launched with promises of increased test scores only to be scrapped after a few years in favor of another new program.

The idea of the initiative reform is something that the principals in this study had to buffer their staffs against so that the PYP would be sustainable on their campuses. The task of conserving the PYP was compounded by the fact the principals in this study shared that one of the most difficult things about the IB PYP is that there is no correct answer or playbook that teachers can follow as they implement the perfect program. Each campus must craft a POI that is unique to their campus and reflects the needs of their students. Administrators need to understand that the implementation process is an iterative one that never stops and takes time. Campus and district leaders who are thinking about offering the IB PYP need to be mindful of the failure of past programs and initiatives. Leaders would be wise to review these failed initiatives to understand why they failed to take root and then adapt their approach as necessary.

Length. Five of the principals in this study shared that they believed the IB PYP was sustainable on their campus. However, when asked to share about the process of succession planning, only one of the principals responded that they had been proactive in planning for who would proceed them when they leave the campus. Peters-Hawkins, Reed, and Kingsberry (2018) make the point, "school leadership succession planning can be understood as a deliberate process undertaken within the organization to ensure a smooth transition as leaders come and go" (Peters-Hawkins et al., 2018). Campus and district leaders who are interested in the long-term success of any program should be proactive in planning for leadership transition not just at the principal level but also at

the coordinator level.

Justice. The principals in this study were aware all aware of the impact that the IB PYP, in addition to the other programs, has had on their campus as well as the district as a whole. The principals were not mindful of any of these impacts because they work in a system where campuses are decentralized, and students are treated as dollars. As a result, the principals in this study work to bring in as many students as possible in the hopes of having a larger budget that will allow them to offer more extras, regardless of the effect on neighboring campuses.

The problem with this line of thinking is evident by looking at the two campuses in this study, who are only three miles apart. Over the past few years, Campus D has faced declining enrollment, and as the number of students has dropped, the campus has been forced to cut teachers, raise class sizes, offer fewer programs and seen a drop in standardized test scores. During the 2017-2018 school year Campus D was rated a D campus according to the Texas Education Agency. While during that same period, Campus F has added multiple programs, grown enrollment and seen an increase in standardized test scores. During the 2017-2018 school year Campus F was rated an A according to the Texas Education Agency.

Campus and district leaders who are seeking to offer the IB PYP should do so only after they have assessed the impact of the program on the home campus and the district as a whole. Additionally, leaders should establish a systematic process to allow leaders from IB schools to share best practices and process with other schools to help ensure that their students and teachers have access to new pedagogy.

Resourcefulness. Many of the principals in the study cited the cost associated with the IB PYP as a challenge and a threat to the long-term viability of the program. Most of the principals in this study funded the program out of their campus budgets and had not been proactive in seeking our alternative revenue sources to support the sustainability of the program. Principals and district leaders seek out alternative funding sources for the IB PYP to allow the campus budget to be used to hire more teachers and support the day to day operations of the campus.

Resourceful also includes being mindful of how the IB PYP implementation affects the human resources on the campuses. As such, leaders must be mindful of the additional workload that is placed on teachers both at the beginning of the IB journey and each day as they create lessons that are transdisciplinary and designed to be student center.

IB PYP Benefits

This study found that there is no significant benefit to campus attendance or enrollment that comes with offering the IB PYP. Therefore, any leaders who are seeking to implement the IB PYP should do so with the understanding that the program will have no measurable benefits. That is not to say that the program is not beneficial to the campus, on the contrary, the principals in this study were all in agreement that the program provided benefits to the campus that included a positive campus culture, better instructional program, and students who reflect the IB learner profile.

Additionally, the principals in the study had themselves been impacted by the IB PYP to the point where all the study participants agreed that they would begin the

authorization process should they end up on another campus where teachers were up to the task. Additionally, as the principals in this study became more comfortable with IB, their leadership style began to embody many of the learner profile attributes, and the principals shifted towards a more distributed, collaborative leadership style. Prospective IB PYP leaders should be mindful that the principals in this study shared that the type of leadership that had been used at lower performing campuses would be unsuccessful at an IB PYP school.

IB PYP challenges

This study identified several challenges that leaders should be aware of as they implement the IB PYP including teacher turnover, the cost of the program, and the difficulty of balancing the IB PYP verses what is measured on state and national assessments. The type of transdisciplinary teaching that is required for in the IB PYP is not something that teachers are taught, nor is it something that they are accustom to, and as a result, many teachers whose campus begin to offer the IB PYP choose to seek employment elsewhere. Before launching the IB PYP leaders should allow teachers time to visit IB schools and engage with other IB teachers. Leaders would also be wise to begin to utilize some of the components of IB such as unit planning, and a focus on student action to introduce staff to manageable aspects of the IB PYP without overwhelming them.

Principals also shared that the cost of the IB PYP is something that should not be underestimated by prospect campuses. Leaders should have multiple alternative funding sources to protect the program from budget cuts. Additionally, the principals in this

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study shared that balancing the concepts that are required by state and local agencies versus what the IB requires is difficult and often a source of tension as such IB PYP principals should be prepared to discuss curricular misalignment with teachers and supervisors.

Furthermore, the principals in the study all shared that they had no experience with the IB PYP before beginning the program on their campus, and they had to learn on the job. Several principals shared that without formal training it took them almost two years to understand the IB PYP. Districts may want to consider embedding a two-day IB PYP introduction training as part of the leadership development process. Exposing leaders to the IB PYP would serve two purposes. First, this would allow future campus leaders to have a better understanding of the IB PYP which would allow those leaders who are aligned with values of the IB to seek out IB PYP campuses. Second, exposing all future leaders to the IB PYP would help to develop a sense of understanding about the program which would be beneficial when supporting principals and developing budgets.

Recommendations for Future Research

The goal of this study was to examine the relationship between sustainable leadership practices and IB PYP implementation on six urban elementary school campuses that receive Title I funding. Data analysis resulted in several significant findings in this study, however this study also provides the foundation for further research. These findings can be used to explore the impact that sustainable leadership behaviors have on public IB PYP schools that do not receive title I funding. It would be

interesting to compare the results of between Title I and non-Title I school leaders. This research could help both district leaders and principal preparation programs ensure that they are equipping future IB leaders with the skills necessary to be successful in any campus setting.

Future research on this subject should also focus on the impact of the IB PYP on teacher turnover. Most of the principals interviewed shared that as the program was launched, they experienced an exodus of veteran teachers who refused to embrace the IB PYP. Future studies should examine the average experience and tenure of teachers working at authorized IB PYP world schools. This research would equip leaders with the knowledge about how to best launch the IB PYP on schools with substantial number of veteran teachers. This could allow them to create strategies to help them preserve teacher expertise on their campus.

Additional research is suggested on the impact of the IB PYP and the effect of demographics of school that are authorized to offer the IB PYP. During several of the interviews a few of the participants made the statement that an unintended consequence of the campus offering the IB PYP was that the school was seeing a decrease in the number of students who qualified from free and reduced lunch. This additional research could be used to help leaders create successful school integration plans that are based on income and have gained popularity recently.

Researchers may also want to consider conducting a comparative study between campuses that have been authorized to offer the IB PYP longer than 10 years and those that are in the first years of the program. The researchers could focus on the perspectives

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of   administration, teachers, and students about the difference the IB PYP had made in each of the schools instructional programs. Researchers could also track students to see if those students who attend an IB PYP school are more likely to choose a high school that offers the IB DP compared to students who did not attend an IB PYP school.

Finally, researchers may want to consider conducting a study where the principals had IB experience prior to being named principal. None of the principals involved in this study had any IB experience before they began leading IB campuses. The ability to compare data between the two groups would provide leaders with insight as to the necessity of IB training prior to leading an IB school.

Conclusion

School Leadership has been studied in many different ways; however, research focused on IB PYP school leaders in urban Title I schools is almost non-existent. This study focused on identifying the impact that sustainable leadership practices have on IB PYP implementation in six diverse Title I schools. Researchers and practitioners who are interested in IB PYP sustainability will find evidence of key behaviors that can help to ensure program sustainability in the face of inevitable leadership changes. For district and campus leaders, this study offers insight into the challenges they should anticipate as they seek to implement the IBPYP on their campus. This study also highlighted the benefits that campus leaders could see based on offering the IB PYP and utilizing sustainable leadership behaviors.

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Appendix A

IB PYP Campus Administrator Questionnaire

Interviewer: _____   Date: _____
Participant's name: _____   Campus name: _____
Start time of interview: _____   End time of interview:_____
Participant's Current Role/Position:_____
Number of years' experience in the education: _____ At this campus: _____
Years of experience with IB program at this campus: _____
With IB programs at other campuses: _____
How long has IB been at this campus: _____

1. Please share with me your administrative experience on this campus other than in the IB program.

2. Please share with me your administrative experiences on this campus with the IB program.

3. What do you do besides lead a PYP school? Follow up hobbies etc.?

4. Please share with me any insight you have about the process of this campus becoming an IB PYP World School.

5. In your role as principal/coordinator, what do you see as the advantages of the IB program for this campus and students?

6. In your role as principal/coordinator, what do you see as the challenges of the IB program for this campus and students?

7. Describe your approach to supporting professional learning on this campus? Follow

up, how often do you meet with teacher team? (PLC)

8. How often do students receive instruction in a foreign language, and what is it?

9. How often do you hire external coaches or consultants to support your teachers? How

often do you allow your teachers to lead PD for other teachers?

10. How often do you meet with your direct supervisor? How often do you talk about IB, teaching and learning on the campus?
11. Have you leveraged external stakeholders to help pay for the cost of the IB program on your campus?

12. In your role as principal/coordinator, do you feel that the IB PYP has had an impact on teacher's classroom management?

13. From your perspective, who owns the IB PYP at this school? Who has been the driver of these efforts?

14. What do you think would happen to the IB program if you left the campus? What about if your principal/coordinator left?

15. If you left this campus is there anyone here that you think could succeed you as

principal/coordinators? Have you had a conversation with them or district leadership?

16. Do you have a formulated succession plan?

17. Under what circumstance(s) might this campus cease to offer the IB PYP? What do you think the consequences of this decision would be?

18. If you were leading another non-IB school would you choose to begin the authorization process for that campus?

19. In your role as principal/coordinator, has the IB PYP affected the campus culture, and if so how?

20. From your perspective has the IB PYP had an impact on the campus enrollment?

21. Do you feel the IB PYP has affected the attendance rate of the school?

22. Follow up have you felt pressure from supervisors about test scores and IB?)

23. How do you feel your immediate supervisors (SSO/Area Supts) view the IB PYP?

24. Besides your zoned students, where do most of your students come from and do they come for IB? Follow up if your non-zoned students home school had the PYP would they have remained in those schools?

25. Do you feel like the IB PYP and your campus have been impacted by reforms both at the district and state level? Examples bell time, literacy blocks, A-F ratings (Develops diversity)

26. Have you in your time at the campus been able to engage with leaders at the district, local or state government level to share things about your students or campus?

27. What is more important to you learning or achievement?

28. In your view, what has the impact of the IB PYP been on your campus and community, what about the surrounding schools and community, what about the district?

29. How you would describe your leadership style?

30. Has the PYP changed how you lead?

31. Is there anything else you could share with me regarding the International Baccalaureate and the IB PYP at this campus?

APPROVAL OF RESEARCH
Using Expedited Procedures

August 31, 2018

Type of Review:	Submission Response for Initial Review Submission Form
Title:	PRINCIPALS'SUSTAINABLE LEADERSHIP BEHAVIORS AND THEIR IMPACT ON THE INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME IN URBAN SCHOOLS
Investigator:	Beverly Irby
IRB ID:	IRB2018-0984D
Reference Number:	080845
Funding:	Internal
Documents Approved:	• AS_Social_Behavioral Consent_revised (Version 2.0) • completed phone script - (Version 3.0) • Updated email script - (Version 2.0) • interview questions - (Version 1.0)
Special Determinations:	Written consent in accordance with 45 CF 46.116/ 21 CFR 50.27
Risk Level of Study:	Not Greater than Minimal Risk under 45 CFR 46 / 21 CFR 56
Review Category:	Category 6: Collection of data from voice, video, digital, or image recordings made for research purposes Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Dear Beverly Irby:

The IRB approved this research from 08/31/2018 to 08/30/2019 inclusive.

It is recommended that you submit your next continuing review by 07/30/2019 to avoid a lapse in approval. Your study approval will end on 08/30/2019.

Your study must maintain an **approved status** as long as you are interacting or intervening with living individuals or their identifiable private information or identifiable specimens.

Obtaining identifiable private information or identifiable specimens includes, but is not limited to:
1. using, studying, or analyzing for research purposes identifiable private information or identifiable specimens that have been provided to investigators from any source; and

2. using, studying, or analyzing for research purposes identifiable private information or identifiable specimens that were already in the possession of the investigator.

In general, OHRP considers private information or specimens to be individually identifiable as defined at 45 CFR 46.102(f) when they can be linked to specific individuals by the investigator(s) either directly or indirectly through coding systems.

If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1-855-795-8636.

Sincerely,
IRB Administration