

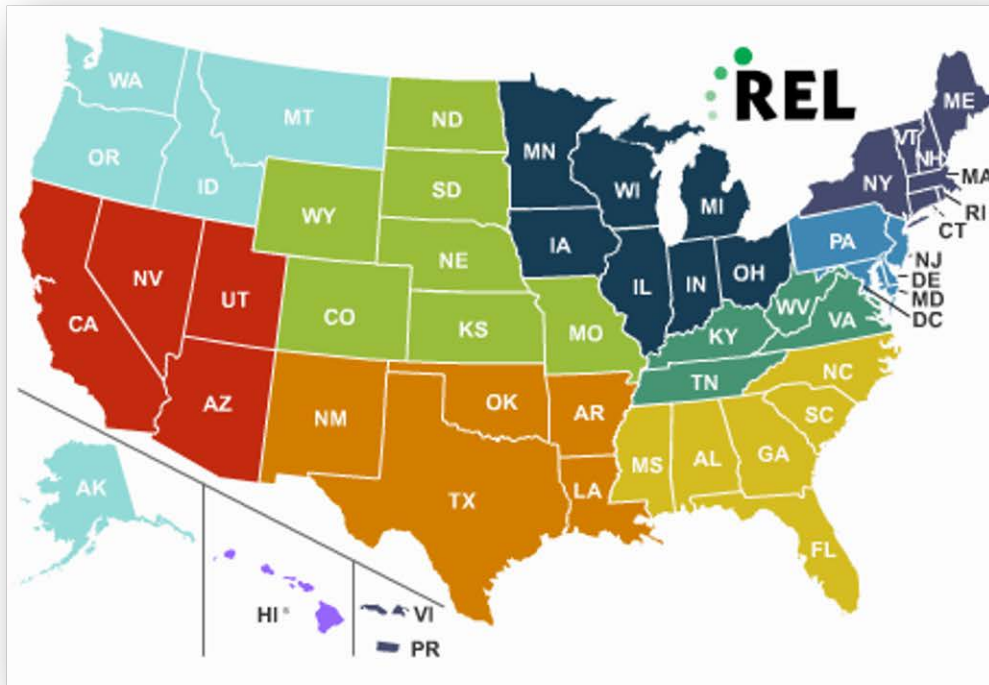


Logic Models for Implementing Evidence-Based Supports for Principals

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About the Regional Educational Laboratory (REL) Program

Ten RELs work in partnership with LEAs, SEAs, and others to use data and research to improve academic outcomes for students.



RELs: Three Main Activities

- Conduct applied research
- Facilitate the flow of actionable, credible, up-to-date research evidence
- Provide technical support around data collection, evidence use, and research

Today's Session Goals

- Gain deeper knowledge about ESSA evidence requirements and the evidence base underlying site leader interventions and supports.
- Identify the key components of evidence-based supports, in order to design or refine your own local efforts to build site leader capacity.

Session Agenda

- Overview of the Every Student Succeeds Act (ESSA) and Evidence Tiers
- Key Lessons from Research on Principals and Evidence-Based Interventions
- Facilitated Table Discussion 1: Your Local Evidence Base?
- Logic Models and Professional Learning for Principals
- Facilitated Table Discussion 2: Logic Model for Local Principal Supports

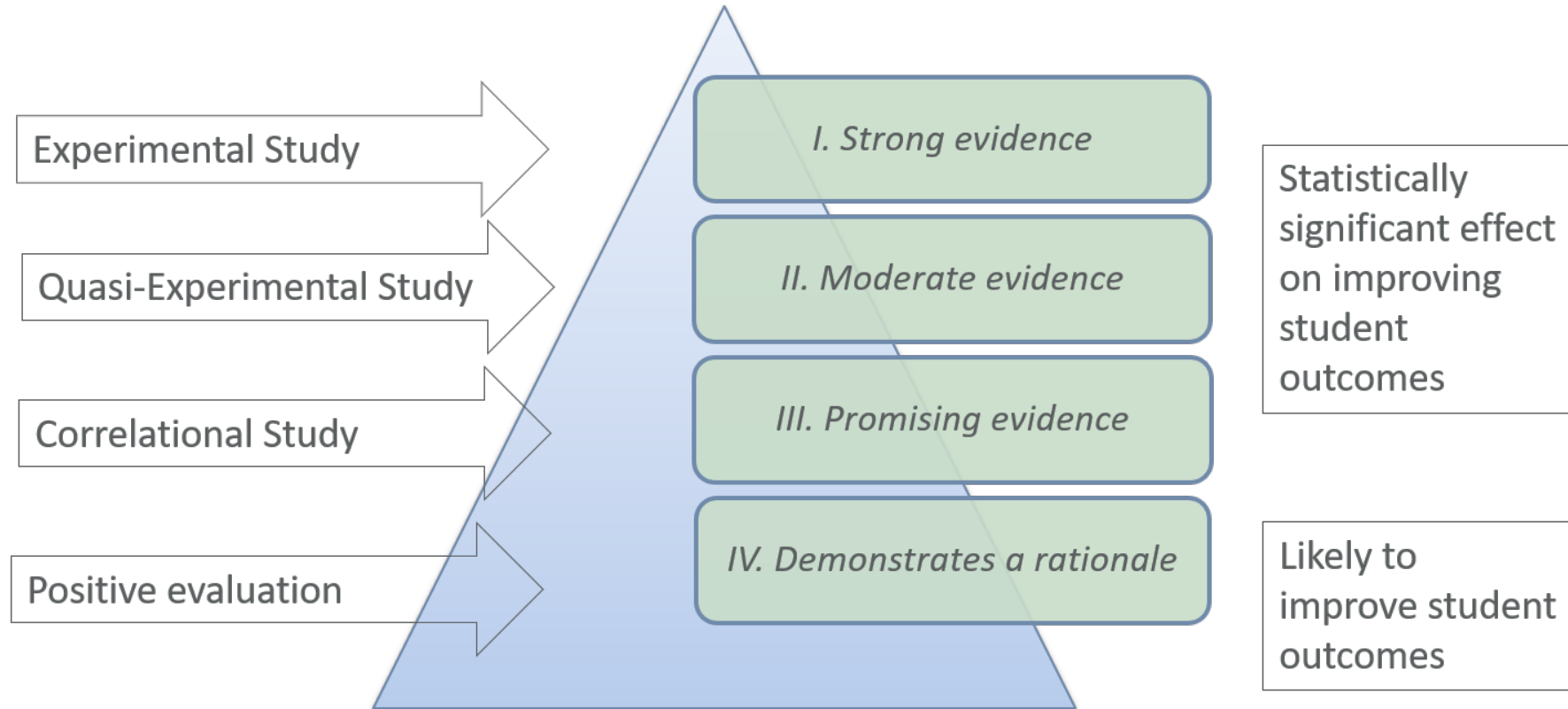
Evidence-Based – Then and Now

- NCLB: “Scientifically-based research” to choose programs with strong evidence
- ESSA: Levels of evidence to inform choice of program or practice; local evaluation and building of evidence over time

Implications of “Evidence-Based”

- Greater flexibility
- Broader array of choices
- Potential for better match to needs
- Increased responsibility
- Need for guidance and support

ESSA Evidence Levels



What Is Not Considered Evidence Under ESSA?

- Case studies selected to identify common patterns or themes
- Anecdotes about the success of an improvement activity
- Analysis of untested/not-validated outcomes (e.g., opinion surveys)
- Theory presented without any outcome analysis

Some Relevant Lessons from Research on Principals

- Principals' leadership is the second-largest school-level influence on student learning, after classroom instruction (Branch, Hanushek, and Rivkin, 2012)
- Principals' impact on student achievement is indirect, channeled through changes in instruction or school climate (Gates et al., 2003)
- Effective site leadership is associated with lower teacher turnover (Grissom, Kalogrides, and Loeb, 2015)
- Principal turnover has been associated with increased teacher attrition and decreased student achievement (Herman et al., 2017)

School leadership interventions under ESSA: Evidence review by RAND



- Describes how can ESSA be used to support evidence-based school leadership interventions
- Summarizes the evidence base for leadership initiatives based on rigorous empirical studies

Available at https://www.rand.org/pubs/research_reports/RR1550-3.html

RAND Review: Professional Learning for Principals

Intervention Name	Evidence	Findings
McREL Balanced Leadership Program	Tier I	No impact on student achievement or teacher-reported instructional climate; lower staff turnover in treatment schools
National Institute for School Leadership Executive Devt Program	Tier II	Positive effects on reading and math achievement
Arkansas Leadership Academy's Master Principal Program	Tier IV	Logic model based on research; positive evaluation findings, including improved leadership practices, school culture change, and improved achievement (self-reported)
Metropolitan Independent School District Principal Coaching Initiative	Tier IV	Principals were more learner-centered following coaching; conceptual framework based on research

RAND Review: Principal Evaluation Systems

Intervention Name	Evidence	Findings
Vanderbilt Assessment of Leadership in Education (VAL-Ed)	Tier IV	Prior research supports theory of action: feedback on performance improves leadership behaviors, which improve school performance and student success
Marzano School Leader Evaluation Model	Tier IV	Prior research supports the use of key components of the model, which is hypothesized to improve student achievement

Facilitated Table Discussion 1

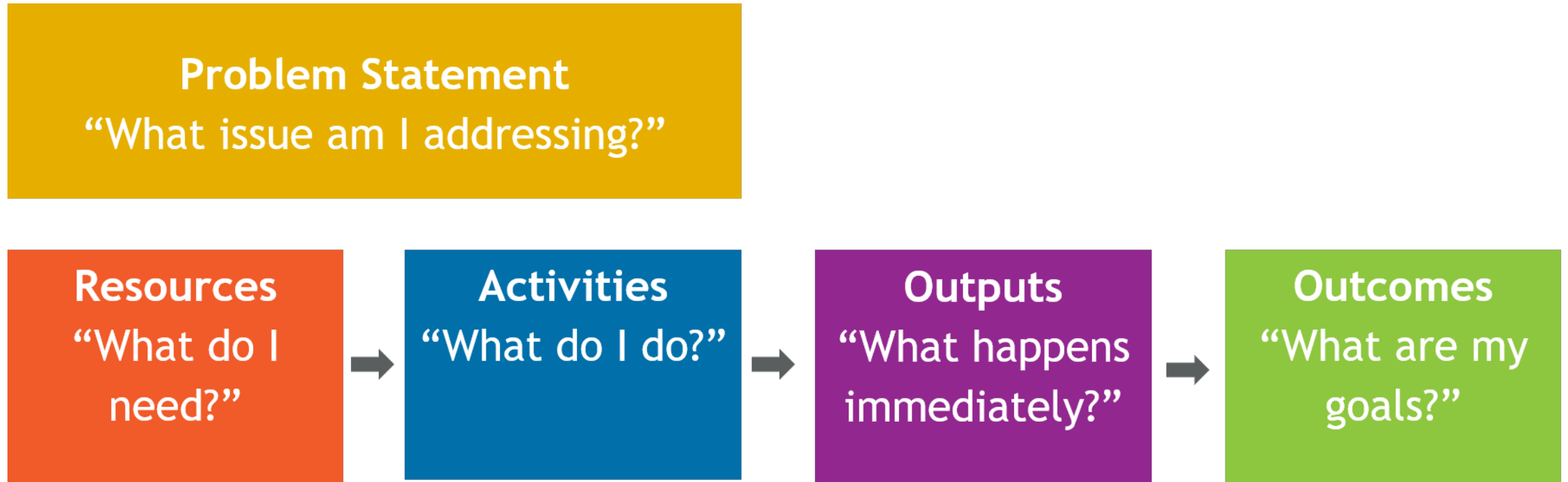
- How do you currently support your school leaders?
- How would you characterize the evidence base underlying your support(s) for school leaders? Why?
 - Has there ever been a study published on the program/initiative?
 - Have you conducted a local evaluation, or are you collecting data?

ESSA Tier IV requires a rationale (logic model), plus an evaluation

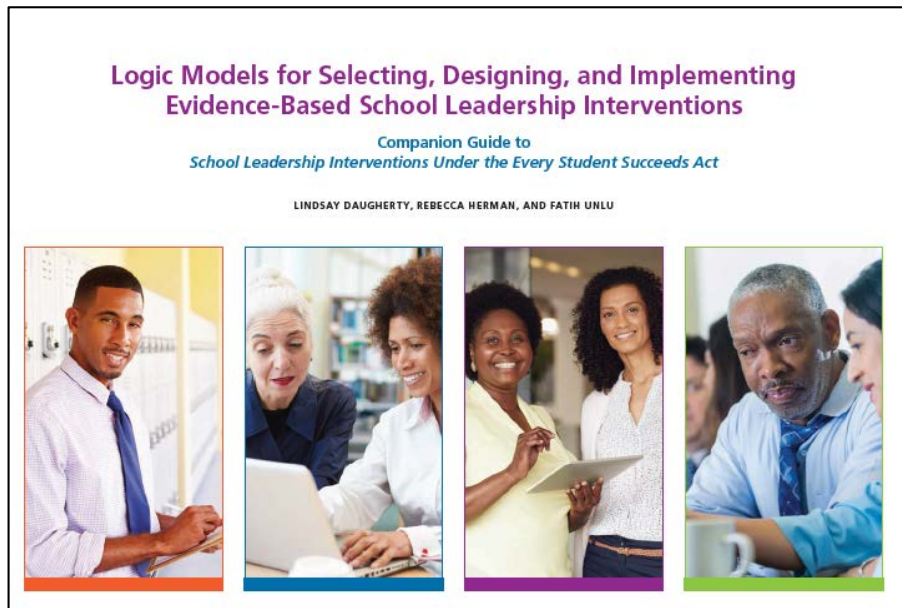
Logic Model

- A well-specified conceptual framework and visual representation of the program and its desired outcomes
- Identifies key components/active ingredients of the program
- Describes the “if/then” relationships among the key components and outcomes, theoretically and operationally
- Can maximize the impact of investments (specifies theory, helps monitor and evaluate outputs and outcomes)

Road Map to Logic Models



Logic models for selecting, designing, and implementing evidence-based school leadership interventions



- Unpacks the relationship between types of intervention and student outcomes
- Tool for state and district policymakers

Available at <https://www.rand.org/pubs/tools/TL274.html>

Desired Outcomes from Leadership Development Programs

Short-term (1 year)

- Improved leader capacities
- Set direction, vision, goals
- Manage instructional program and school climate
- Drive staff professional learning
- Manage time strategically
- Use theory and evidence to drive practice
- Interact with external stakeholders
- Communicate and connect effectively
- Adapt to school needs
- Inspire staff and promote innovation

Medium-term (2–3 years)

- Improved school outcomes
- Instructional quality
- Culture/climate
- Retention of quality staff

Long-term (4+ years)

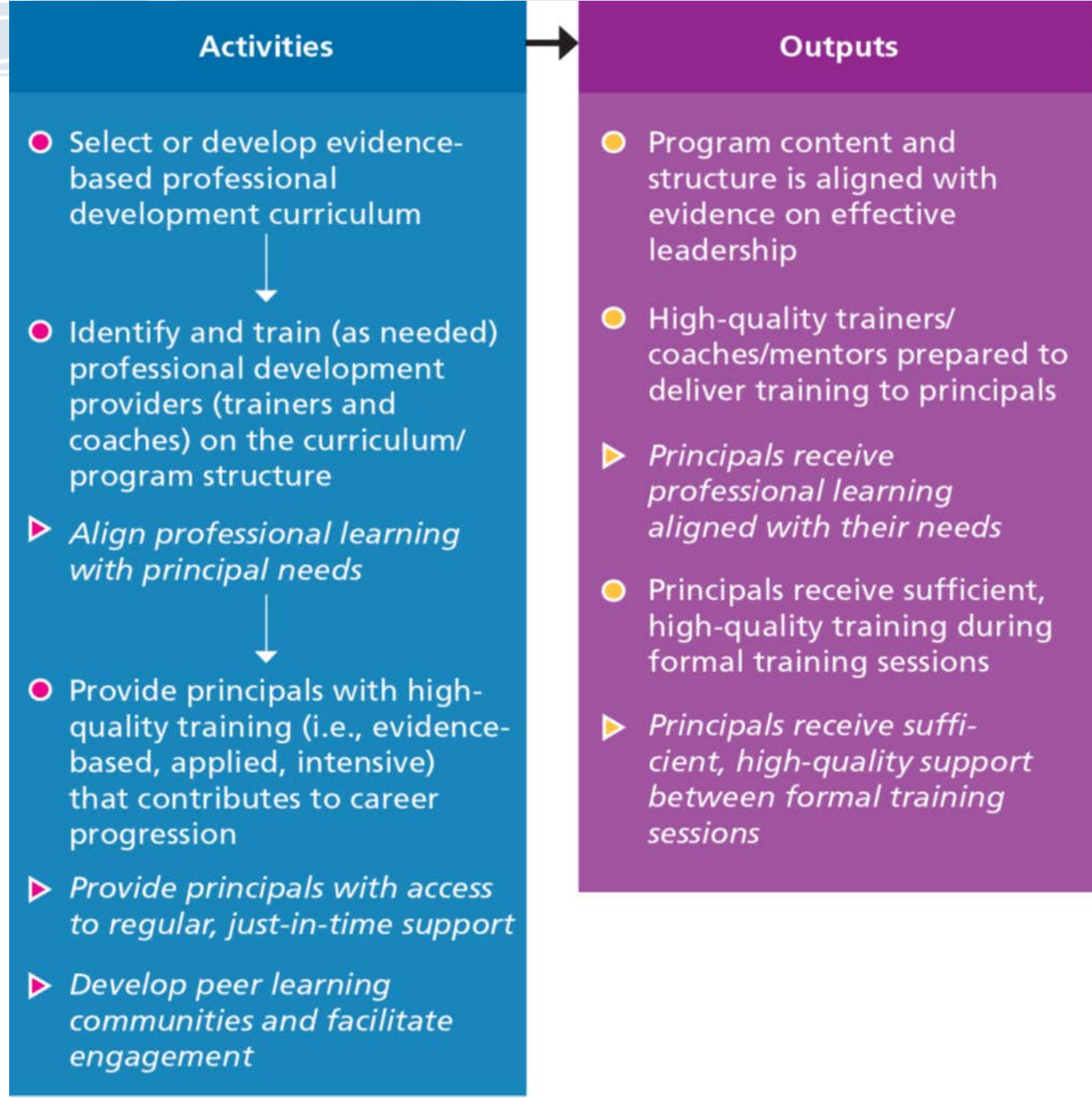
- Improved student outcomes
- Attendance
- Behavior
- Achievement
- Graduation
- College/career success

Example: Professional Learning for Principals (1)

Problem Statement: The ongoing training, support, and professional development offered to principals may fail to meet the needs of all principals, especially early-career principals and those placed in the most challenging schools. The amount of professional learning offered may be insufficient, the content of professional learning may not necessarily be aligned with principal or school needs, and/or the delivery of content may not be effective.

Example: Professional Learning for Principals (2)

- Activities and Outputs
- See Handout 1 for details



Facilitated Table Discussion 2

Complete Handout 2: Logic Model Template

Problem Statement: What is the school leadership challenge you most need to address?

Support Strategy/Program: What makes sense for you?

Outcomes: What specific changes are you seeking?

Activities and Outputs: What principal improvement activities are likely to lead to those changes? What will happen immediately?

Resources: What human resources are needed to effectively implement the strategy/program?

References

- Branch, G. F., Hanushek, E. A., and Rivkin, S. G. (2013) School leaders matter: Measuring the impact of effective principals. *Education Next*, 13(1), 62–69. Online at <https://www.educationnext.org/school-leaders-matter/>
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- Grissom, J. A., Kalogrides, D., and Loeb, S. (2015). Using student test scores to measure principal performance. *Education Evaluation and Policy Analysis*, 37(1), 3–28.
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