

SEMINARIO INTERNACIONAL

LIDERAZGO EDUCATIVO

Estrategias globales para la efectividad y el impacto



» **Jason Grissom**
"¿Qué hacen los directores
escolares efectivos?"

jueves
3 OCT





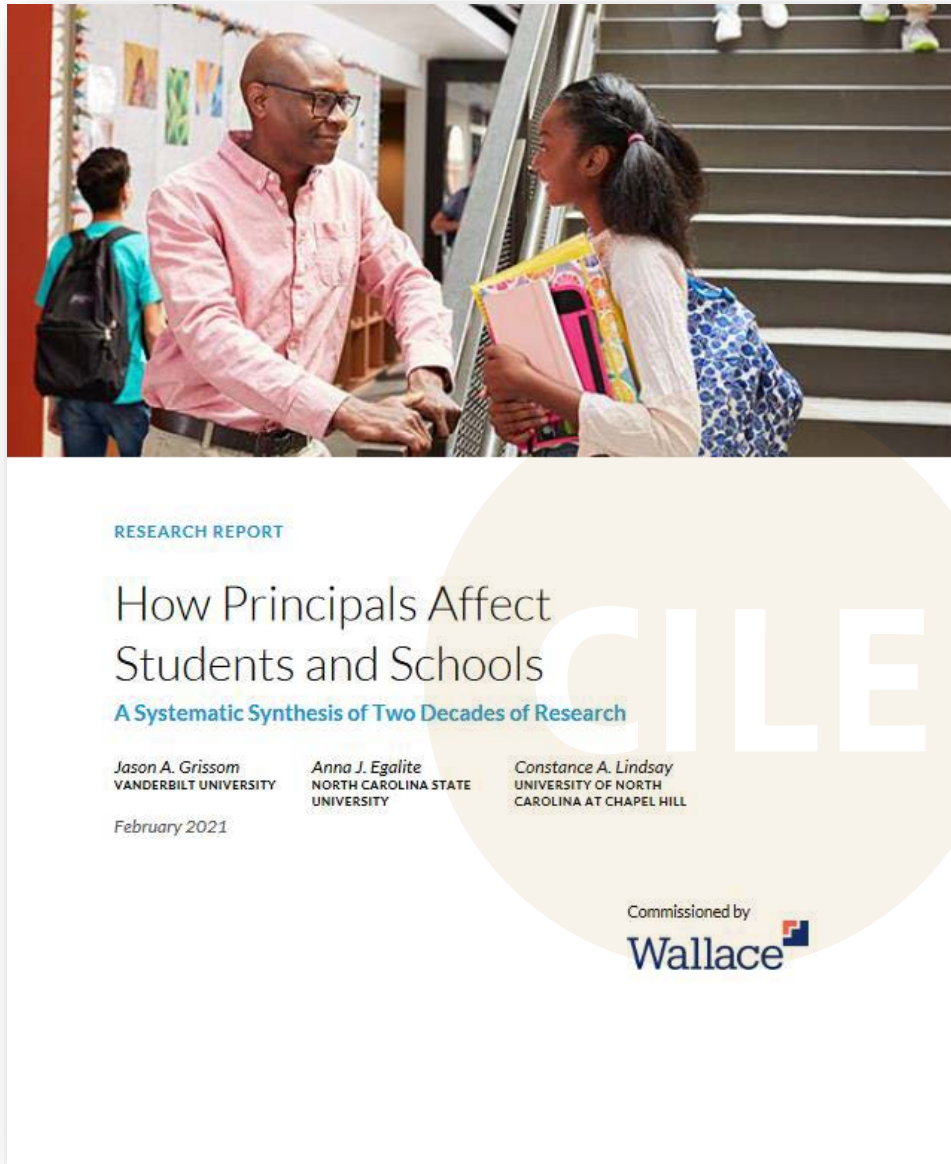
What Effective School Principals Do

Jason A. Grissom
Vanderbilt University

Universidad del Desarrollo
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Synthesis Report

- The Wallace Foundation commissioned us to systematically review what the field has learned empirically about the connection between school principals and student achievement over the last 20 years
- Two years of work to synthesize the best available evidence



Today

1. What did we learn?
2. What do our conclusions mean for school leadership practice?
3. What direction do our conclusions suggest for decision-makers in educational leadership?



Two Primary Research Questions

1

How much do principals contribute to student achievement and other school outcomes?

2

What matters in the role of principal? What are the skills and practices of effective principals?

- Systematic search of research databases (4,832 studies)
- Screened for relevance, rigor, and appropriate methods
- Coded and synthesized results (219 studies)

A note on our research base

- All of the studies we reviewed were conducted in the United States, but we expect that much of what we learned translates to other contexts
- Also, although we focused specifically on principals, our results are perhaps better conceptualized as applying to **leadership teams in schools**



What Did We Learn?



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Two Major Conclusions

1. High-quality **school leadership is essential**, with important measurable impacts on what students learn at school.
2. High-quality school leadership practice has at least **four major components**.

Conclusion 1: High-quality **school leadership is essential**, with important measurable impacts on what students learn at school.

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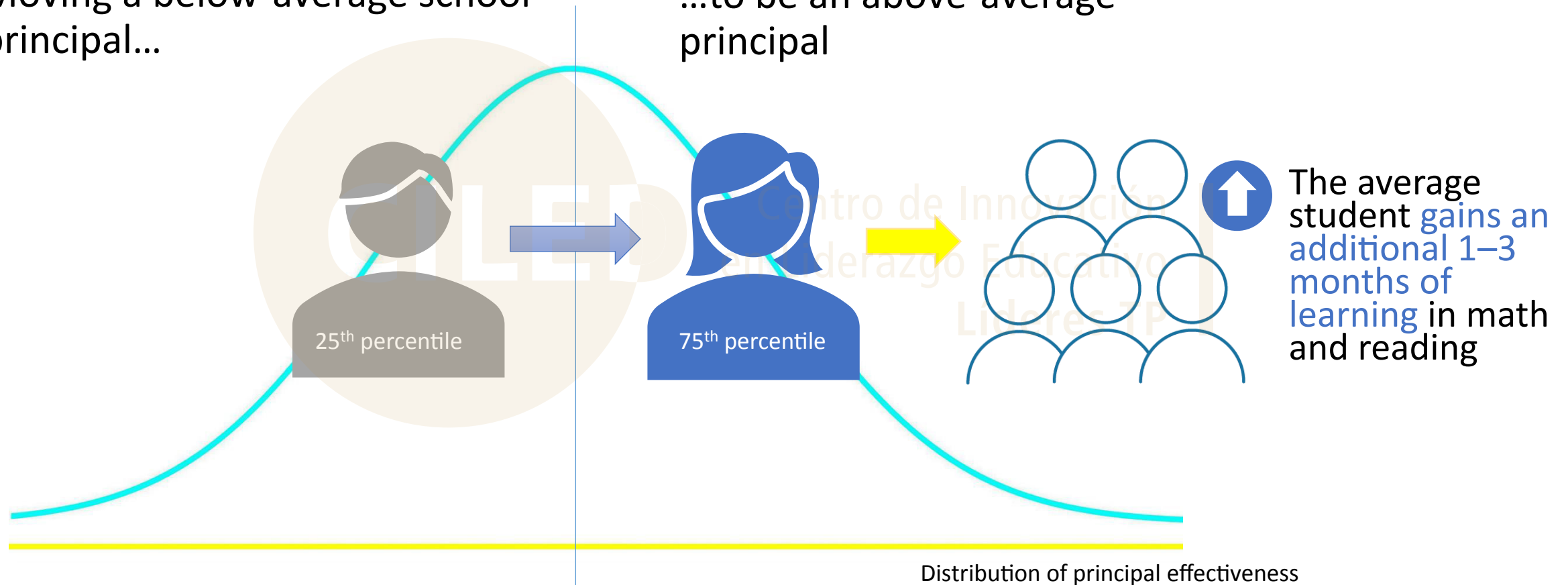
How do we know?

- We identified 6 high-quality studies using longitudinal administrative data from states or large school districts.
 - Together, studies use data from more than 22,000 principals
- Following many principals and schools over time, these studies use advanced statistical methods that can tease out principals' effects on student achievement growth from other school or community factors.
- In all six studies, students learned substantially more in both math and reading when the school had an effective principal.

Magnitude

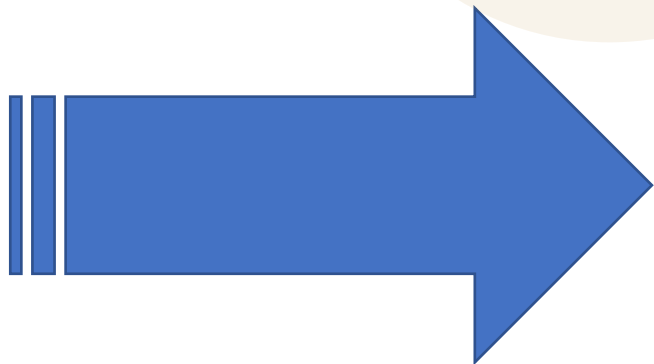
Moving a below-average school principal...

...to be an above-average principal



Leaders' effects are:

- Large in magnitude
- Large in scope
 - Principals' effects are felt by all students in a school
- Not just limited to achievement
 - Also find significant effects on student absenteeism, teacher working conditions, and teacher retention (especially among effective teachers)



It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve school leadership.

Conclusion 2: High-quality school leadership practice has at least **four major components.**

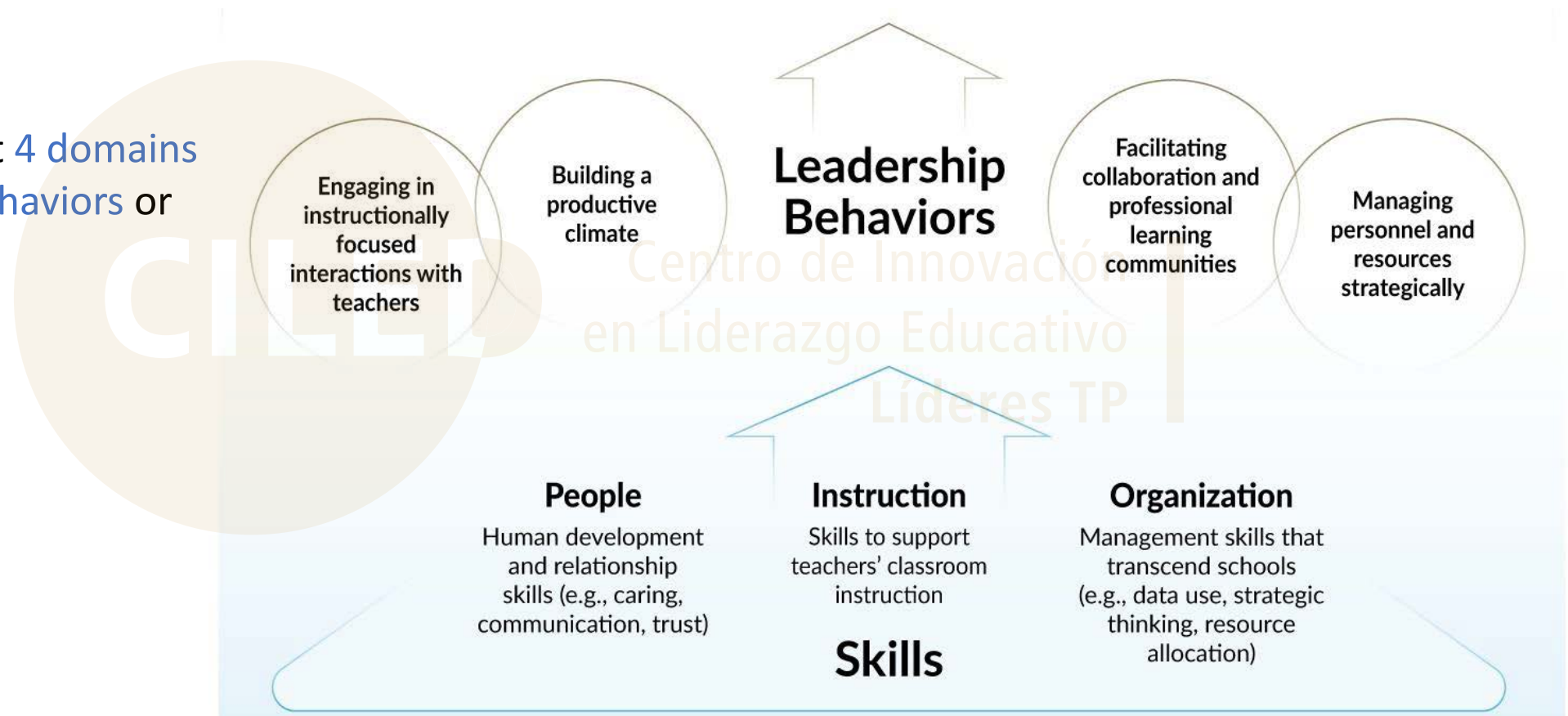
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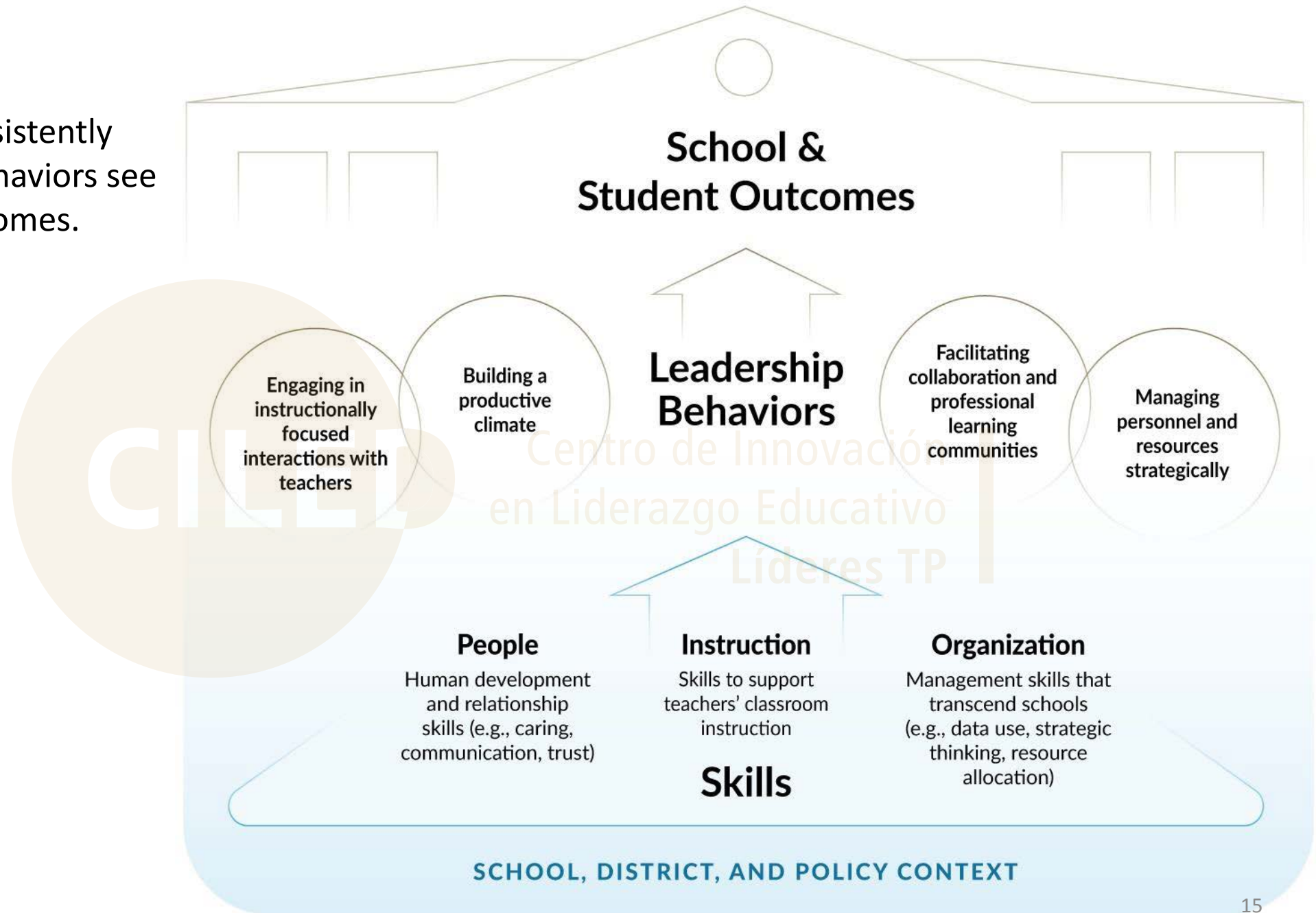
Our synthesis of the research suggests that principals need a broad base of skills for school success.



These skills support 4 domains of high-leverage behaviors or practices.



Principals who consistently engage in these behaviors see more positive outcomes.





Engaging in
instructionally
focused
interactions with
teachers

Effective leadership teams use data to support teacher instruction.

1. Conducting high-quality teacher **observations** based on clear instructional standards or expectations
 - Standards give principals and teachers common language for talking about instruction
2. Analyzing student learning data
3. Using evidence to inform **feedback, coaching, and professional learning** to build teacher capacity
 - Leadership teams build systems for frequent, actionable feedback grounded in evidence
 - Teacher needs drive professional learning opportunities

Both are
important
evidence sources!



Building a
productive
climate

Effective leadership teams build school climates where everyone's focus is teaching and learning.

- Key climate markers
 - Trust
 - Sense of efficacy and academic optimism
 - Orientation toward organizational learning and continuous improvement
- Leaders' climate work is **multifaceted** and **context-specific** but includes:
 - Ongoing, evidence-based diagnosis of the school's climate needs
 - Caring, recognizing, and valuing
 - Building trust via transparency
 - Empowering teachers
 - Engaging families and other partners in the work of the school

Facilitating
collaboration and
professional
learning
communities

Effective leadership teams help teachers work together intentionally.

- Evidence shows that teachers grow and students learn more when teachers work together authentically to improve practice and support student learning, guided by data.
- Leaders take proactive steps to help teachers work together
 - Establishing common goals for collaboration
 - Setting aside time (or structuring time) for collaboration
 - Training on and modeling collaboration (it does not happen by accident)
 - Emphasizing collaboration as a part of the school's work culture

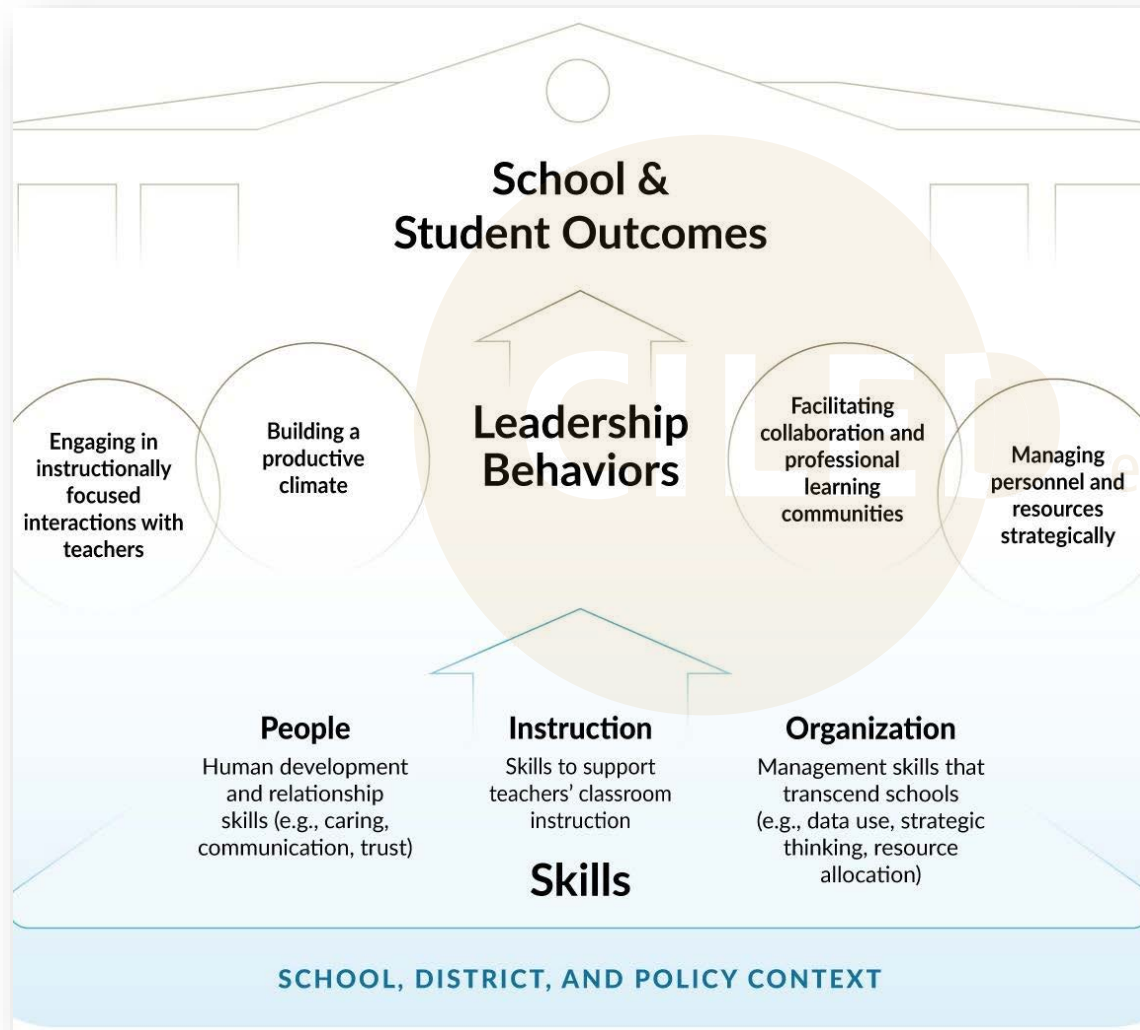


Managing
personnel and
resources
strategically

Effective leadership teams manage their resources towards their goals.

- **Strategic** staffing and allocation of other resources
 - Strategic management of the **budget**
 - Strategic allocation of **time** to pursue school goals (e.g., instructional)
 - Strategic management of **personnel**
- **Personnel management** especially important
 - Data-rich hiring processes that privilege teacher effectiveness information
 - Equitable placement → ensuring low achievers have best teachers
 - Strategic retention that focuses on keeping high-performing teachers
 - And perhaps not keeping consistently low-performing teachers

A framework for principal learning

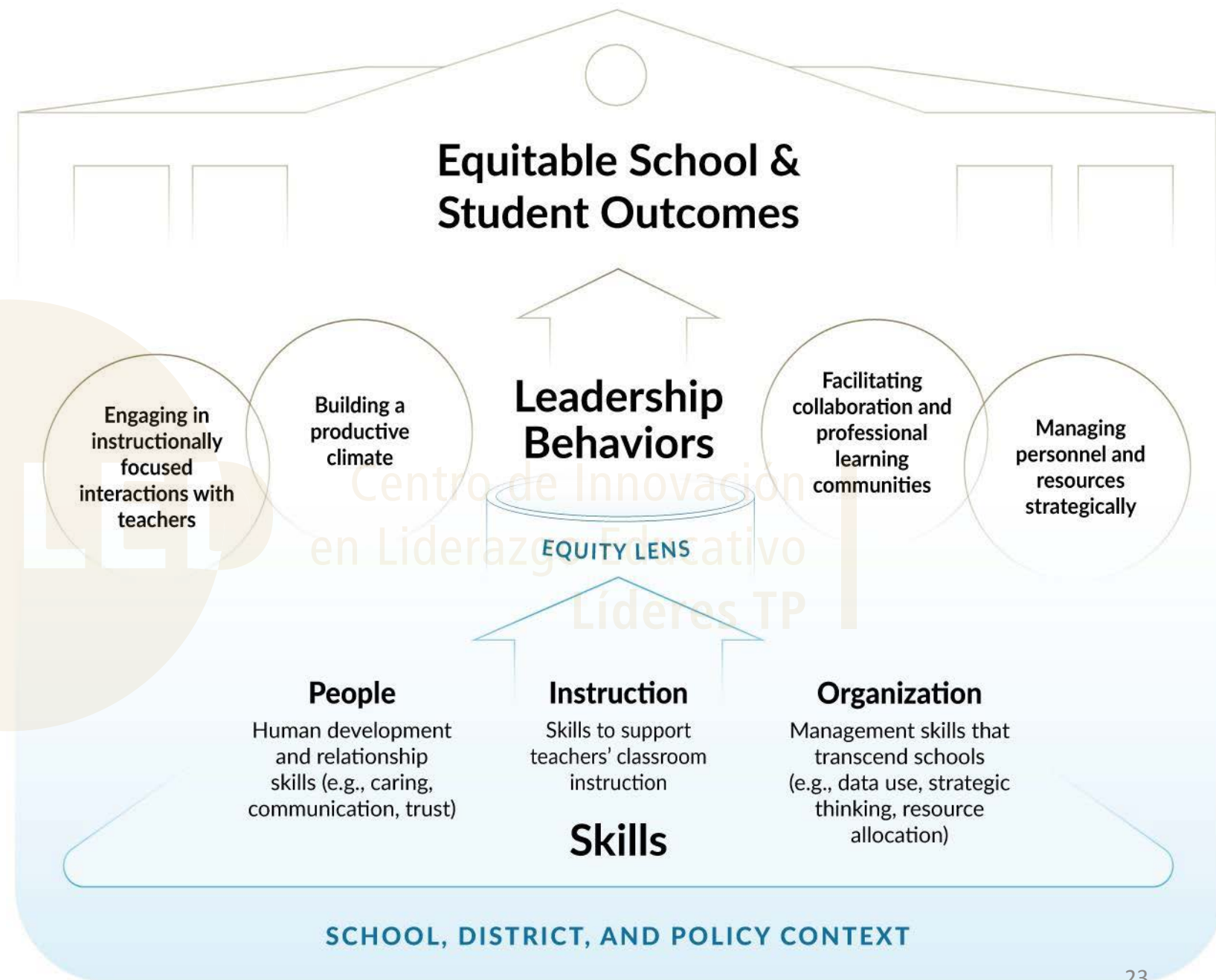


- School leaders need many tools in their toolkit
- Building that toolkit requires focus for principal professional learning and support
- Best evidence we have from 200 published studies directs us to these focus areas

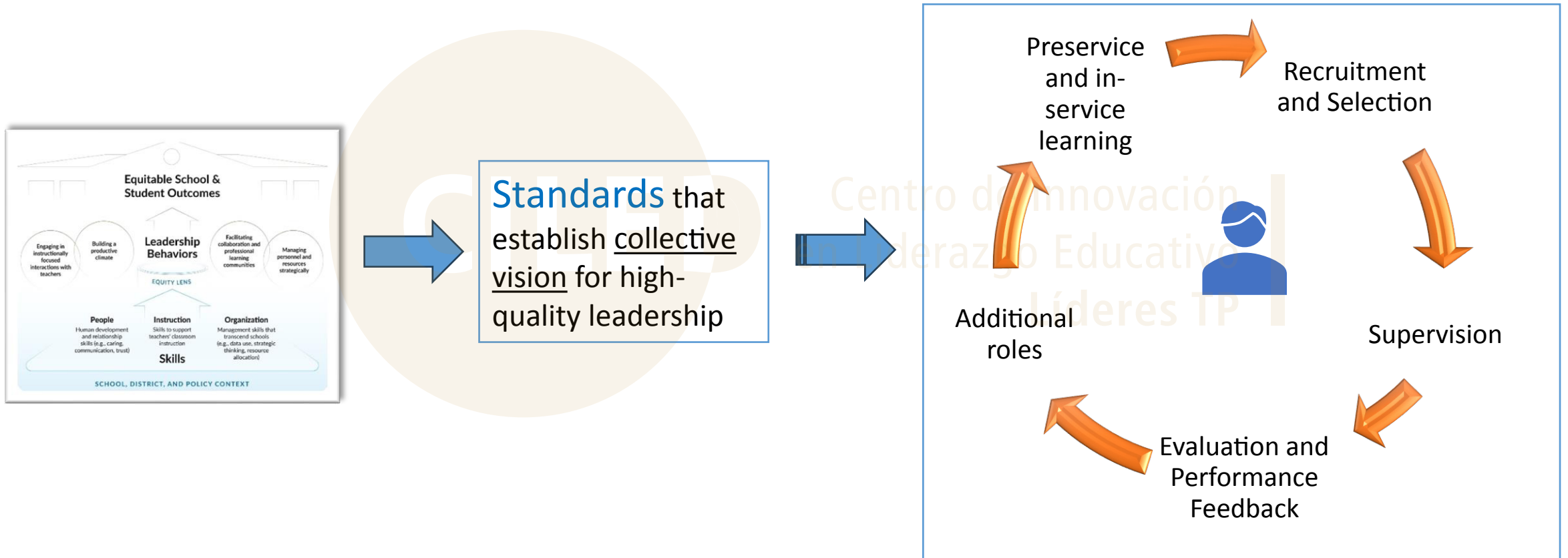
Taking an equity perspective

- We also highlight how principals can have impacts on key student populations, including low-income students and students with special educational needs
- Channels are both direct and indirect
 - **Direct:** Pursuing equity in student discipline
 - **Indirect:** Working with teachers to implement culturally responsive teaching practices, purposefully engaging a diverse range of families in the school's work
- Suggests that approaching leadership work with an **equity lens** can promote more equitable school outcomes

Centering equity in school leadership



Using the framework to create leader support systems



Implications

1. Invest in school leaders

We need renewed attention to and investment in strategies for cultivating, selecting, preparing, and supporting a **high-quality principal workforce**.

2. Focus on high-leverage skills and behaviors

Preservice preparation programs, pipeline initiatives, and in-service learning can have more positive impacts by **focusing on high-leverage skill and behavior areas**.

3. Support leaders to pursue equity

Principals can be effective and pursue equity at the same time—in fact, **goals of “effective” and “equitable” often point to the same practices**.

Questions and Discussion



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom
VANDERBILT UNIVERSITY

Anna J. Egalite
NORTH CAROLINA STATE
UNIVERSITY

Constance A. Lindsay
UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL

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Commissioned by
Wallace

Full report available at
www.wallacefoundation.org/principalsynthesis

