Logic Model for Whole School Special Education Reform

In social systems, the people who live in them are the experts -

Bela Banathy

www.urbanschools.org, niusi@asu.edu Author: Elizabeth Kozleski
© 2005 National Institute for Urban School Improvement
Using this tool

- Make sure that you understand the research-based rationale for each element
- Take the time in your team meetings to identify how your organization is addressing each element
- Set timelines for change
- Enhance engagement for change
- Develop capacity
Institute Outcomes

- Improve school success and post-school transitions to adulthood for students with disabilities
- Increase the number of culturally responsive, inclusive schools (student placement & performance data)
- Increase the number of students with disabilities who successfully learn within the standards-based curriculum (student performance data)
- Increase the number of general education teachers who skillfully use universal designs for learning to include students with disabilities in their classrooms (teacher self-report & classroom observations)
- Increase the quality and depth of partnerships with local universities to improve teacher preparation for inclusive practices
- Increase the number of districts who build professional development strategies based on whole school improvement in general and special education instructional practices and services
- Increase the number of districts with coherent strategies for involvement of external partners for whole school improvement
Leadership Roles

**Policy**

- Elected
- Appointed Officials:
  - Legislators
  - Chief State School Officers
  - State Board Members
  - Local School Board Members

**Leadership Functions**

- Set Performance targets
- Approve standards
- Monitor performance
- Approve, monitor incentive structures
- Monitor design problems, redesign
- Adjudicate conflicts over design performance issues
- Administer rewards and sanctions
- Buffer non instructional issues
Leadership Roles

*Professional*
- Distinguished Practitioners
- Professional Developers
- Researchers

Leadership Functions
- Develop, pilot new instructional practices
- Design pre-service, in-service learning
- Conduct model professional development
- Create benchmarks for content, practice
- Develop, pilot new structures
Leadership Roles

*System*
- Superintendents
- Support Personnel

Leadership Functions

- Design system improvement strategies
- Design, implement incentive structures for schools, principals, teachers
- Recruit, evaluate principals
- Provide professional development consistent with improvement strategy
- Allocate system resources toward instruction
- Buffer non-instructional issues from principals, teachers
Leadership Roles

School
- Principals
- Support Personnel

Leadership Functions
- Design school improvement strategies
- Implement incentive structures for teachers, support personnel
- Recruit evaluate teachers
- Broker professional development consistent with improvement strategy
- Allocate school resources toward instruction
- Buffer non-instructional issues from teachers
Leadership Roles

*Practice*
- Teachers
- Professional Developers

Leadership Functions
- Design, conduct, participate in professional development
- Participate in recruitment, hiring of new teachers
- Evaluate professional development
- Consult, evaluate professional practice of colleagues
- Evaluate student work
- Participate in development of new professional development practices
Design Principles for Large-Scale Improvement in School System

Maintain a Tight Instructional Focus Sustained Over Time

• Apply the instructional focus to everyone in the organization
• Apply it to both practice and performance
• Apply it to a limited number of instructional areas and practices, becoming progressively more ambitious over time

Routinize Accountability for Practice and Performance in Face-to-Face Relationships

• Create a strong normative environment in which adults take responsibility for the academic performance of children
• Rely more heavily on face-to-face relationships than on bureaucratic routines
• Evaluate performance on the basis of all students, not select groups of students and – above all – not school – or grade-level averages
• Design everyone’s work primarily in terms of improving the capacity and performance of someone else—system administrators of principals and teachers, principals of teachers, teachers of students. In a well-developed system, the order should be reserved as well.

Continued
Reduce Isolation and Open Practice Up to Direct Observation, Analysis, and Criticism

- Make direct observation of practice, analysis, and feedback a routine feature of work
- Move people across setting, including outsiders into schools
- Center group discussions on the instructional work of the organization
- Model desired classroom practice in administrative actions
- Model desired classroom practice in collegial interactions

Exercise Differential Treatment Based in Performance and Capacity, Not on Volunteerism

- Acknowledge differences among communities, schools, and classrooms within a common framework of improvement
- Allocate supervisory time and professional development based on explicit judgments about where schools are in a developmental process of practice and performance

Devolve Increased Discretion Based on Practice and Performance

- Do not rely on generalized rules about centralization and decentralization
- Loosen and tighten administrative control based on hard evidence of quality of practice and performance of diverse groups of students; greater discretion follows higher quality of practice and higher levels of performance
District Effort & Support

- Systemic Infrastructure & Organizational Support
- Resources Development & Allocation
- District/Community Partnership
- Inquiry on School & Schooling
- Student Services
- Culture of Renewal and Improvement
School Organizational Effort

- Structure & Use of Time
- Governance & Leadership
- Culture of Change and Improvement
- Physical Environment & Facilities
- Resource Development & Allocation
- School/Community Relations
Professional Effort

- Group Practice & Professional Development
- Learning Standards
- Teaching Design & Practices
- Learning Assessment
- Family Participation in Teaching & Learning
Get your Team’s Attention

- Are your targets coherent and organized so that they can be remembered?
- Are they detailed enough for action?
Engagement

- Link the purposes for change to improving results for students
- Create solidarity – with practitioners, students and families
- Offer material incentives for whole school improvements
- Focus on intrinsic incentives (learning, solidarity and community) for individuals
- Remember that external incentives can decrease risk-taking
Develop Capacity

- Predict practitioners’ learning needs
- Create supports for learning
- Assess supports against improvements for students
- Ensure that supports offered are intensive, frequent and focused
- Link all initiatives so that the whole can be visualized
- Focus on learning rather than compliance
District Data Matter

• Disaggregate data by district function as well as school function – i.e., district student services should be linked to student performance
Instructional Coherence

• Align curriculum, assessment & instruction
• Meet at least quarterly to look at evidence of fidelity of intervention, student targets against outcomes
Coherence

- Intervention strategies linked to student outcomes
- Internal school capacity to teach against the standards
- Practitioners are on the same page
- Professional communities focus on moving ahead
- Leadership – individual and community
- District policy and practice
Reference