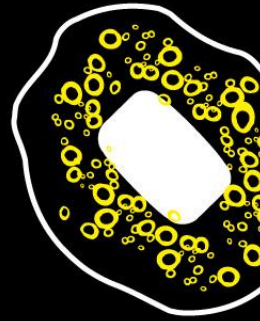


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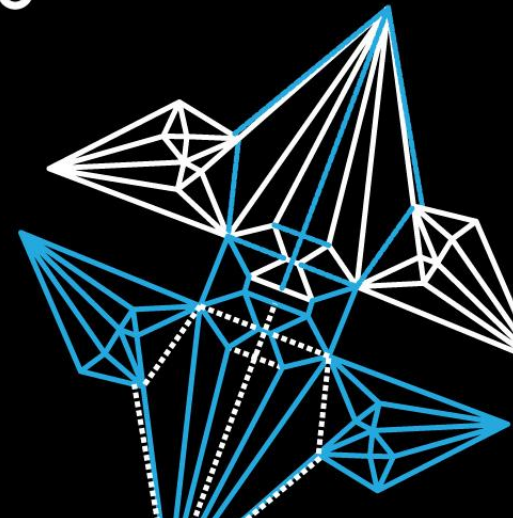


SCHOOL LEADERSHIP EFFECTS REVISITED

Review and Meta-Analysis of Empirical Studies

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Presentation Institut fuer Qualitaetsentwicklung
an Schulen Schleswick-Holstein, 28/08/2013





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Chapter 2: Earlier Meta-Analyses

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CHAPTER 1

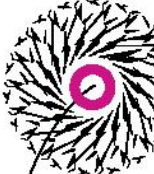



CONCEPTUALIZATION



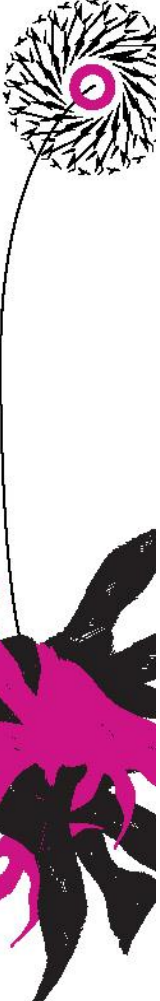


DEVELOPMENT IN CONCEPTUALISATION

- 
- Personality traits
 - Leadership Styles
 - Leadership behavior
- 



LEADERSHIP ORIENTATIONS

- 
- Administrative versus pedagogic
 - Transactional versus transformational leadership
 - Situational or contingency approach: leadership roles (Quinn and Rohrbaugh)
 - Focused or distributed leadership



(Figure 1.3: *Concepts of leadership at school*)

Instructional leadership

Curriculum and instruction

Extended instructional leadership

School mission

Managing the curriculum

Providing learning climate

Transformational leadership

Models organisational values

Develops shared mission

Provides intellectual stimulation

Builds consensus

Redesigns organizational structure

Integrated leadership

Conditions supporting school improvement

Instructional leadership

Competing values model

Productivity

Stability, continuity

Cohesion, commitment

Adaptation



INDIRECT MODELS

(Figure 1.4: *Intermediary causal structure of leadership at school*)

Relevant personality traits and competencies	Leadership style	Leadership behaviour	Effectiveness enhancing factors
Extraversion social appraisal skills intelligence motivation internal locus of control domain specific knowledge conscientiousness	Task-related →	External contacts Buffering Direction setting (goals, standards) Monitors curriculum and instruction (managing the instructional program)	Enhanced teaching time Clear goals and standards Opportunity to learn Student monitoring & feedback Structured teaching Active teaching Active learning
Extraversion Social appraisal skills Self confidence	Person-related →	HRM & HRD Coaches teachers Recruits teachers Builds consensus	Cohesion among teachers Professionalization Teacher competency Teachers' sense of self efficacy
Basic human values General moral beliefs Role responsibility		Sets values Creates climate	Shared sense of purpose among teachers High expectations Disciplinary climate Supportive climate



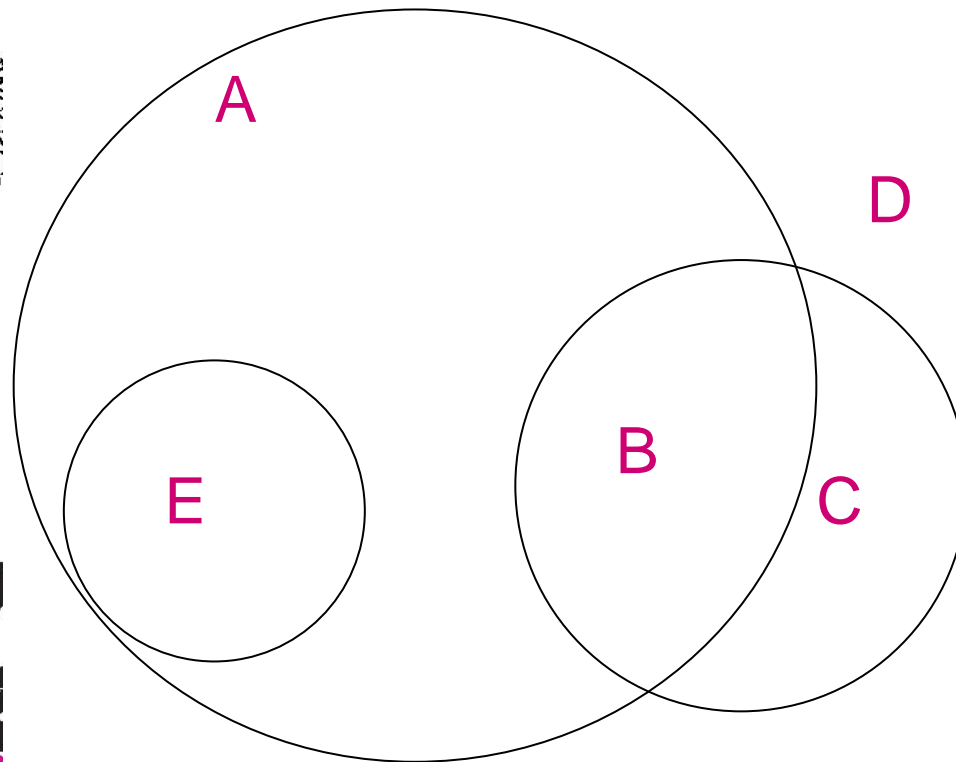
SUMMARY OF CONCEPTUAL DEVELOPMENT

(The full circle of concept development on school leadership)

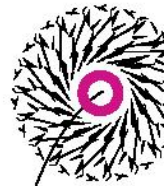


FURTHER ANALYSIS OF TRANSFORMATIONAL AND EDUCATIONAL LEADERSHIP

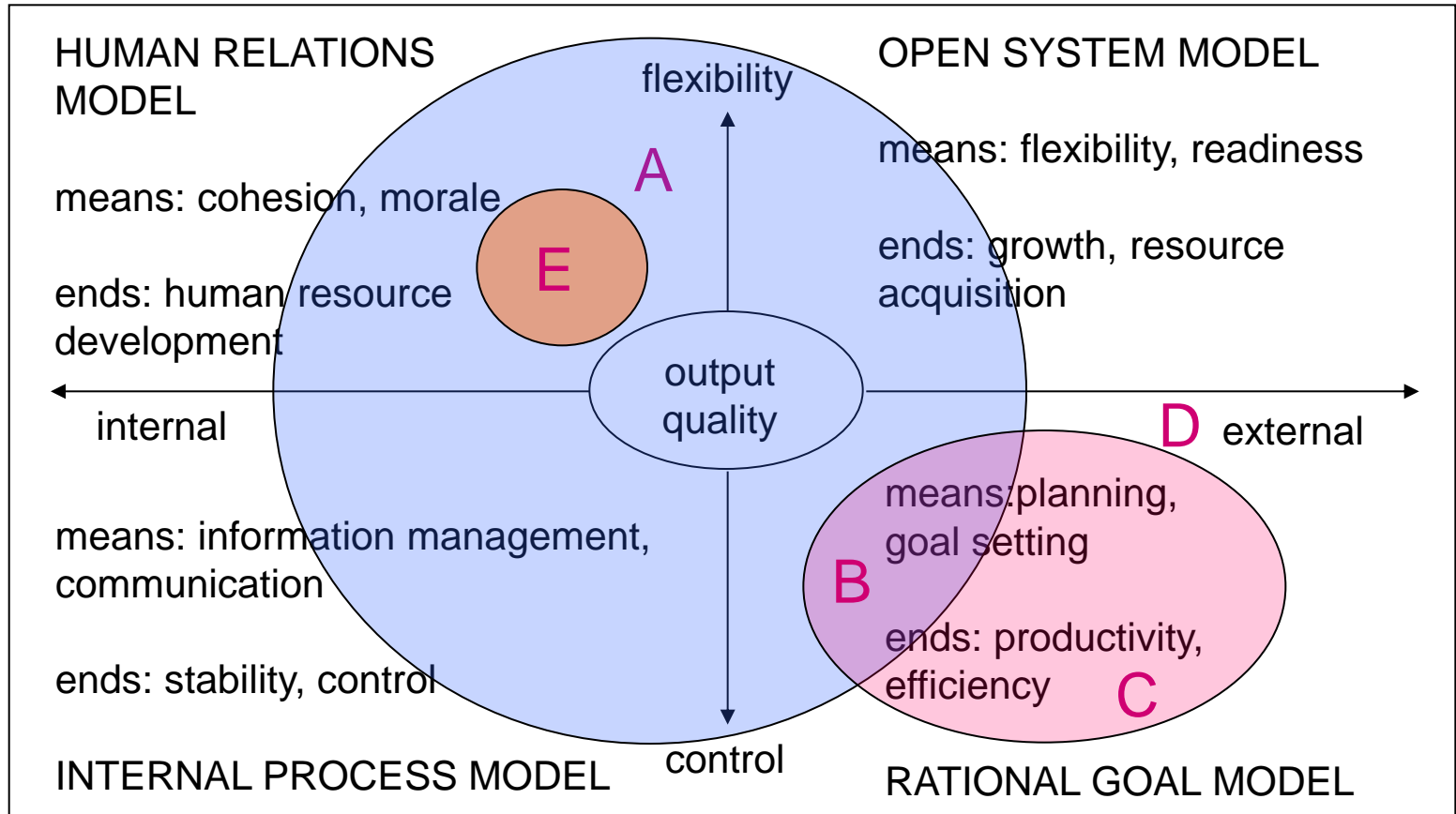
(Figure 1.8: *Decomposition of school leadership concepts*)



- A is transformational
- B is extended educational leadership
- C is instructional leadership, i.e. educational leadership in a narrow sense
- D is integrated educational and transformational leadership
- E is distributed leadership




DECOMPOSITION OF SCHOOL LEADERSHIP ROJECTED ON QUINN & ROHRBAUGH FRAMEWORK





EARLIER META-ANALYSES

(Table 2.4: *Meta-analyse Scheerens, Witziers & Steen (2007)*)



	Number of cases		Mean effect size	Variance	
	across replications	within replications		across replications	within replications
Educational Leadership	53	170	0.046*	0.025*	0.000



OTHER META-ANALYSES

(Table 2.6: Summary of results from meta-analyses on school leadership; effect sizes are rendered as correlations between school leadership and student achievement)

Meta-analysis by:	Leadership concept	Effect size (correlation)
Witziers, Bosker and Krüger, 2003	School leadership	$r = .02$
Marzano, Waters and McNulty, 2005	Generalized school leadership	$r = .25$
Chin, 2007	Transformational leadership	$r = .49$
Robinson, Lloyd and Rowe, 2008 (1)	Instructional leadership	$r = .21$
Robinson, Lloyd and Rowe, 2008 (2)	Transformational leadership	$r = .06$
Creemers and Kyriakides, 2008	School leadership	$r = .03$
Hattie, 2009	School leadership	$r = .18$



CASE STUDIES OF RESEARCH ON INDIRECT EFFECT MODELS

- Rhetorical overstatements of Leadership effects in study by Day et al.
- Unclear integration of quantitative and qualitative elements in the same study
- Weak operationalizations in most of the case studies (tautology of leadership and intermediary variables)
- Methodological improvement in the most recent examples: beter conceptualisation en instruments; better linkage with state of the art ed effectiveness research,
- Attention for classroom instruction



META-ANALYSES





NEW META-ANALYSIS ON STUDIES FROM 2005-2010



VOTE COUNT 11 DIRECT EFFECT STUDIES

(Table 4.3: *Vote counts direct effect studies based on replications (2005-2010)*)



	Negative	Not significant	Positive
Anderson (2008)	2	1	5
Borden (2010)	0	2	0
Hornig et al. (2010)	0	9	1
Kythreotis et al. (2010)	0	6	2
Leithwood & Jantzi (2006)	0	1	1
Louis et al. (2010)	1	1	0
Martin et al. (2008)	0	2	1
Miller & Rowan (2006)	1	15	2
O'Donnell & White (2005) Pearson correlations	0	6	6
O'Donnell & White (2005) Regression	0	10	2
Opdenakker & Van Damme (2006)	0	1	0
Shin & Slater (2010)	0	16	0
Totals	4	70	20
%	4%	74%	21%

RESULTS OF 15 INDIRECT EFFECT STUDIES, 31 REPLICATIES

Author & Year	Leadership measure	Achievement measure	Total effect
Day et al. (2010)	Integrated leadership (primary level)	Change in pupil outcomes over three years	.001
	Integrated leadership (secondary level)	Idem	.04
Heck & Hallinger (2009)	Initial distributed leadership	Growth Rate Math	.03
	Change in leadership	idem	.09
Heck & Hallinger (2010a)	Distributed leadership	Initial Reading scores (year 2)	.02
	idem	Initial Math scores (year 2)	.02
	Change in leadership	Growth Rate Reading	.10
	idem	Growth Rate Math	.10
Heck & Moriyama (2010)	Collaborative leadership	Added Year Effect Reading	.16
	idem	Added Year Effect Math	.14
Leithwood & Jantzi (2008)	Integrated leadership: School leadership	Proportion of students reading or exceeding the state's proficient level	.24
Leithwood, Jantzi & McElherton-Hopkins (2006)	School leadership	2 year mean achievement score	.11
	idem	2 year mean achievement gain	-.06

RESULTS OF 15 INDIRECT EFFECT STUDIES, 31 REPLICATIES(CONTINUED)

Author & Year	Leadership measure	Achievement measure	Total effect
Leithwood & Mascall (2008)	Collective leadership	Percentage of students meeting or exceeding the proficiency level on language and math tests	.24
Leithwood, Patten & Jantzi (2010)	Distributed leadership	Percentage of students per school achieving level 3 or higher at math and literacy test	.11
	idem	Idem	.15
Louis et al. (2010)	Instructional leadership	Percentage of students at school level meeting or exceeding the proficiency level 2005 math tests	.05
	Shared leadership	Idem	.03
Mayer et al. (2007)	Integrated leadership	Reading	-.02
	idem	Math	-.16
Opdenakker & Van Damme (2007)	Participative professionally oriented leadership	Math	.006
Ross & Gray (2006)	Transformational leadership	Composite school score	.22
Supovitz (2010)	Principal leadership	English Language & Arts	.03
	idem	Math	-.009

RESULTS OF 15 INDIRECT EFFECT STUDIES, 31 REPLICATIES(CONTINUED)

Author & Year	Leadership measure	Achievement measure	Total effect
Ten Bruggencate (2009)	Leadership style: Rational goals (teacher perceptions)	Average exam mark	-.16
	Leadership style: Internal Process (teacher perceptions)	idem	.003
	Leadership style: Human relations (teacher perceptions)	idem	.004
	Leadership style: Open systems (teacher perceptions)	idem	-.18
	Leadership style: Rational goals (principal perceptions)	idem	.002
	Leadership style: Open systems (principal perceptions)	idem	-.31
Ten Bruggencate et al. (2010)	Time spent on instructional leadership	Math (TIMSS)	.02
	Time spent on administrative duties	idem	-.09
	Time spent on supervising teachers	idem	.09
	Time spent on public relations	idem	.04
Mean	15 publications; 34 effect measures		.031
SE mean			(.020)
<u>without Ten Bruggencate (2009)</u>			
Mean	14 publications; 28 effect measures		0.060
SE mean			(.018)



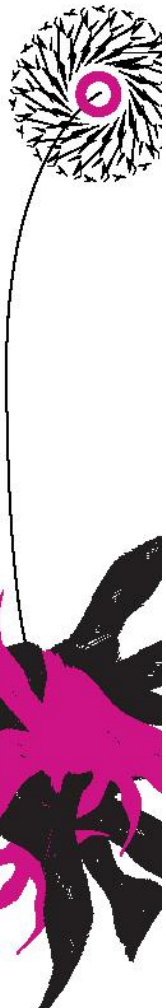
SUMMARY OF RESULTS META-ANALYSES

(Table 5.2: Summary of mean effect sizes from meta-analyses discussed in this report)

Source	Average effect size (correlation coefficients)
Meta-analysis Scheerens et al (1985- 2005)	.05
Summary of 7 meta-analyses	.18
Studies 2005- 2010, this report	.06



THE MOST PROMISING INTERMEDIARY VARIABLES

- 
- “organizational capacity” (improvement focus, standard setting, quality of student support, professional capacity of the staff, systematic evaluation)
 - “teachers’ commitment and cooperation”
 - “academic climate”
 - “instructional conditions”



POINTS FOR DISCUSSION

- The idea of distributed leadership leads back to the characteristics of the school as a professional bureaucracy, and might explain small indirect and direct leadership effects
- Related question: how realistic is the ideal of “professional learning communities”?
- Actuality of “old” question, ratio of administrative and pedagogical in leadership; application of idea of subsidiarity
- Idea of “lean leadership”, meta-control
- Specific role of leadership for very weak schools
- Discussion about importance and content of “professionalization” of school leaders