



Logic Model for Whole School Special Education Reform

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

Bela Banathy



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

Scaling up Improvement



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

Scaling up Improvement



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

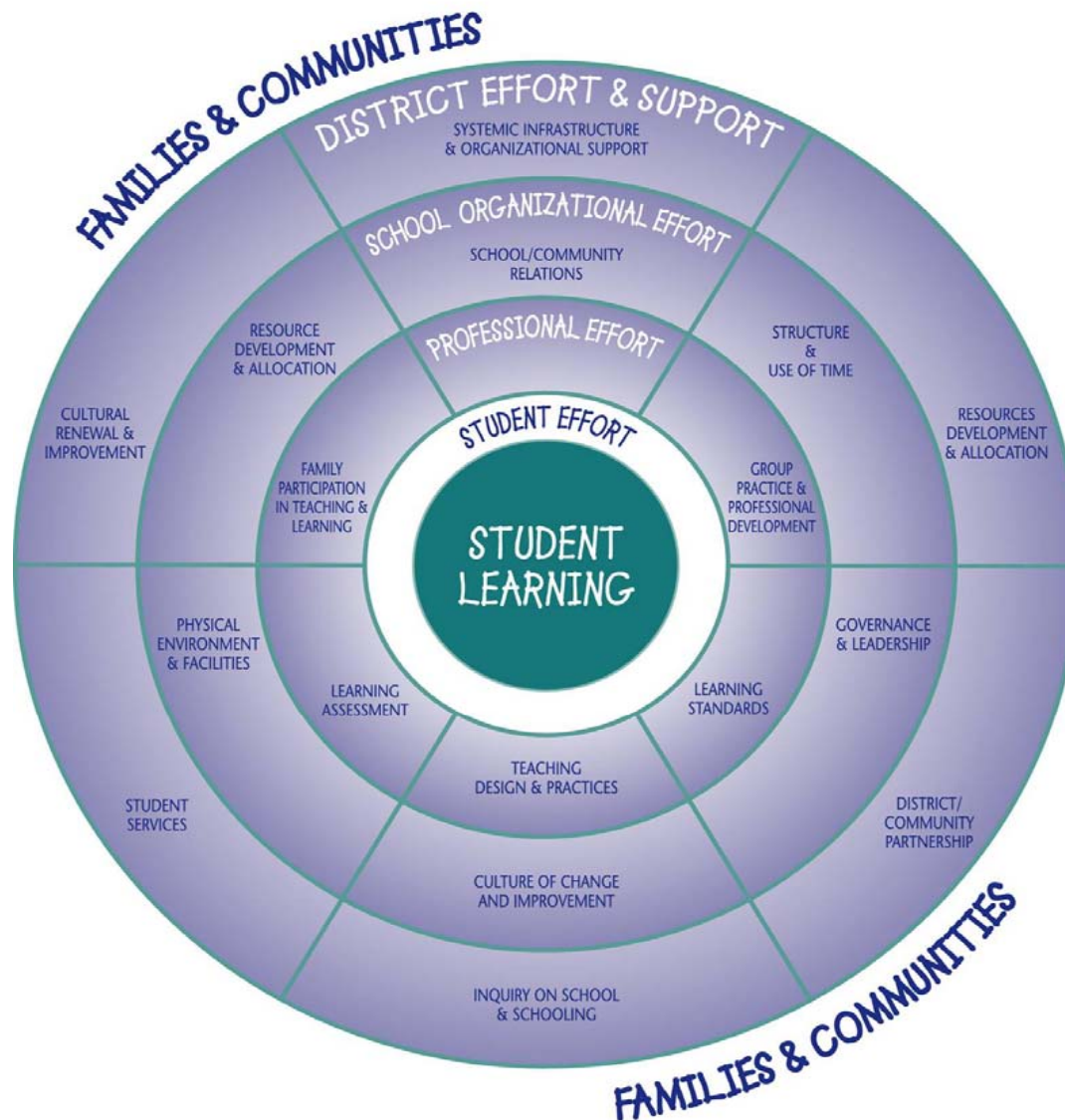
Exercise Differential Treatment Based in Performance and Capacity, Not on Volunteerism

- 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

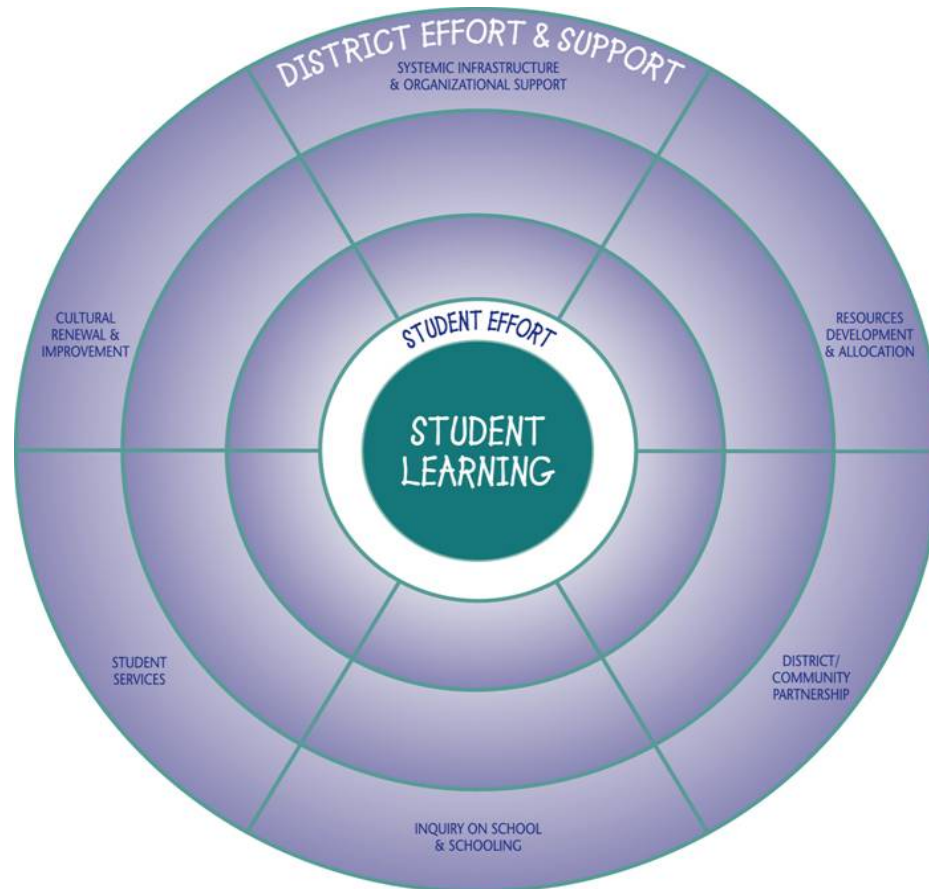
Devolve Increased Discretion Based on Practice and Performance

- 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

SYSTEMIC CHANGE FRAMEWORK

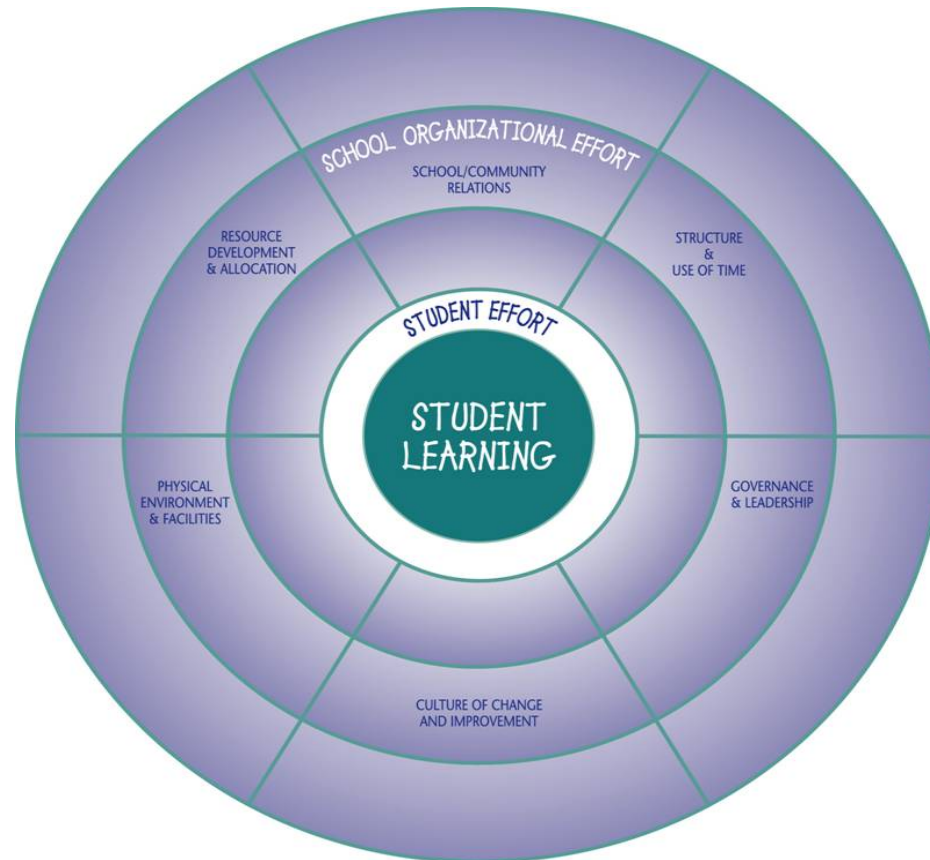


District Effort & Support



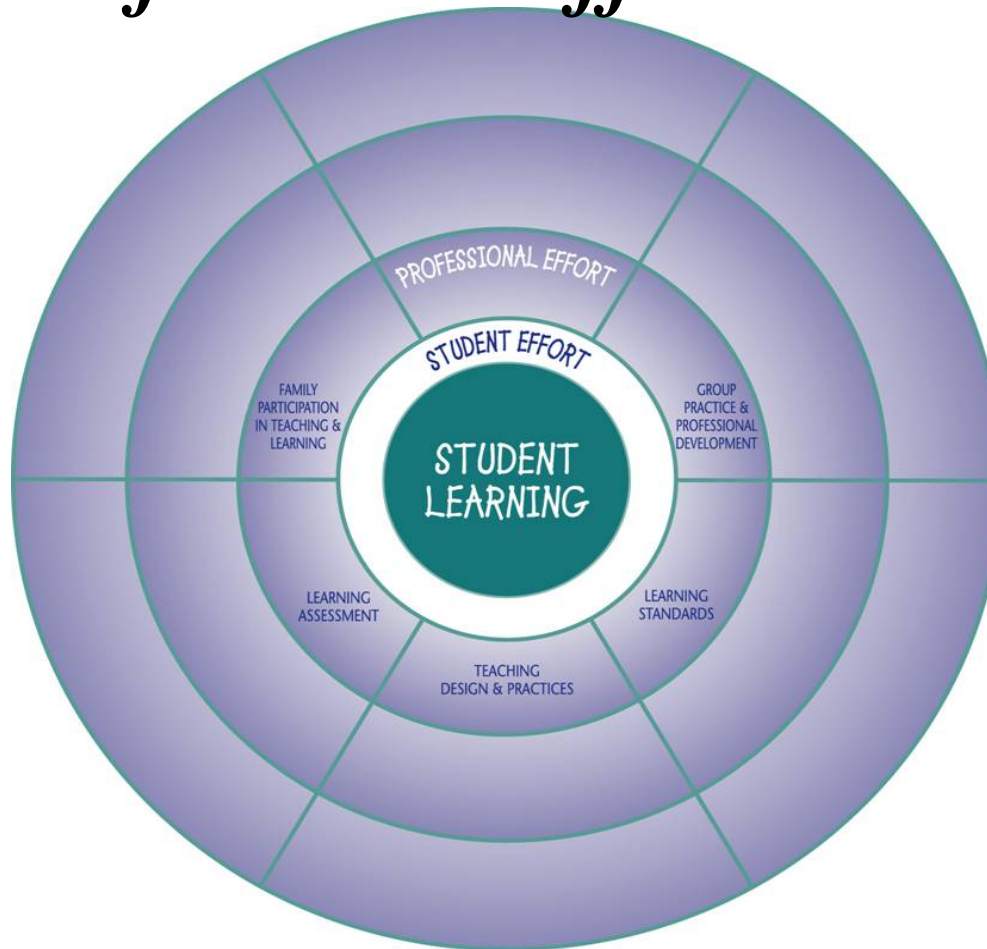
- **Systemic Infrastructure & Organizational Support**
- **Resources Development & Allocation**
- **District/Community Partnership**
- **Inquiry on School & Schooling**
- **Student Services**
- **Culture of Renewal and Improvement**

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

- Elmore, R. F. (2000). Building a New Structure For School Leadership: The Albert Shanker Institute.
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