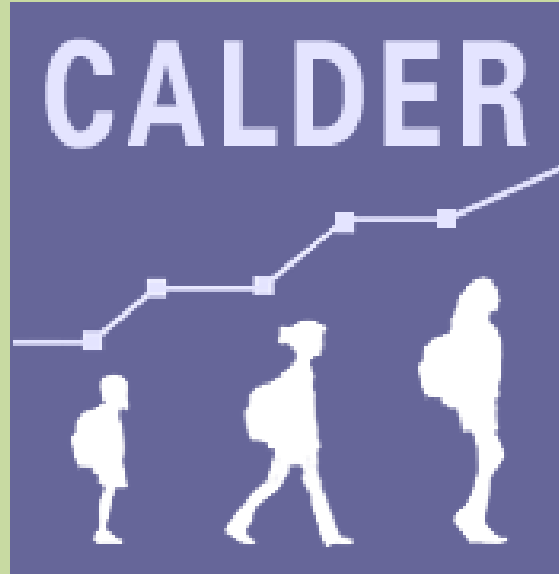


National Center for Analysis of Longitudinal Data in Education Research



Principal Effectiveness and Leadership in an Era of
Accountability: What Research Says

3rd Annual CALDER Conference

December 11, 2009

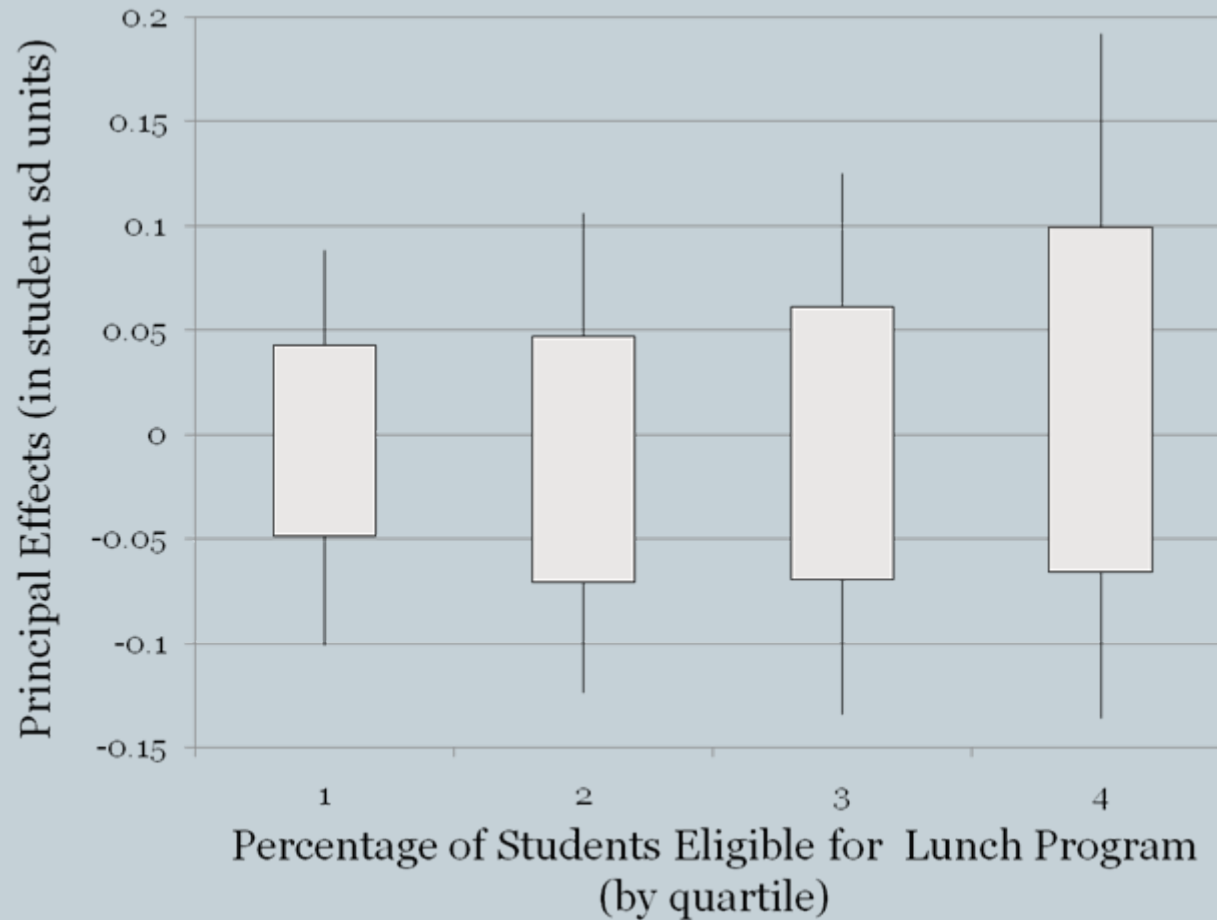
Estimating Principal Effectiveness

Branch, Hanushek, and Rivkin



- Estimate principals' value-added
- Describe distribution of principal effectiveness and mobility
- Show effective principals tend to stay

Distribution of Principal Effectiveness



Source: Branch, Hanushek, and Rivkin (2009), Table 6 Panel A.

Why the Spread over Disadvantaged Schools?



- ~~Students starting from lower level have more ground to gain~~
- Teacher quality is more polarized in disadvantaged schools
 - ~~Unregulated through teacher sorting~~
 - Regulated through principal management
- Teacher quality changes within teachers in response to principals' efforts

Teachers' Perceptions of Their Working Conditions

Ladd



- **Survey of teachers' perceived working conditions**
- **Explains variation in teacher mobility**
- **Leadership emerges as primary factor**

The Importance of School Leadership



Teachers' perceptions of principals:

- Are as predictive of mobility as school demographics
- May be even more important in retaining teachers in disadvantaged schools
- Contribute to within-profession mobility
- Are correlated with student learning

Studies Justify our Interest in Principals



Branch, Hanushek, and Rivkin

- Descriptive analysis of principal effectiveness
- More important in disadvantaged schools
- Effectiveness is black box

Ladd

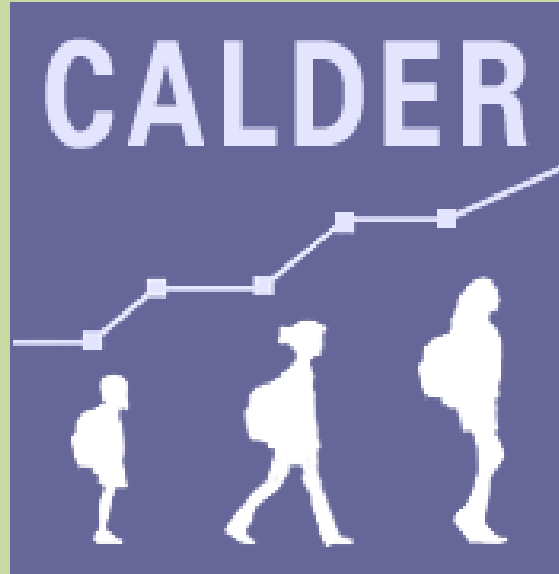
- Descriptive analysis of teacher mobility
- More predictive than other working conditions
- Teachers' perceptions are black box

Where Do We Go From Here?



- **Better understand role of principal**
 - Student learning
 - Teacher outcomes
 - Interaction is a two-way street
- **Investigate how principals act**
 - Open the black box
 - Theoretically based model of management
 - Importance of labor contract

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