

Coaching and Developing Turnaround Leader Actions

■ Facilitator's Guide

OCTOBER 2016



PROFESSIONAL LEARNING MODULE

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Partnership and Authorship

The Coaching and Developing Turnaround Leader Actions Professional Learning Module was developed through a partnership among four organizations: Center on Great Teachers and Leaders at American Institutes for Research (AIR), Center on School Turnaround at WestEd, Public Impact, and University of Virginia (UVA) Darden/Curry Partnership for Leaders in Education. Writers and developers of the materials were Kendall Hedding King and Jeanette P. Cornier, Public Impact; Dallas Hambrick Hitt, UVA Darden/Curry Partnership for Leaders in Education; and Catherine Barbour, Center on Great Teachers and Leaders at AIR.

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Module Overview

The professional learning module (PLM) on coaching turnaround leader actions was developed collaboratively by the Center on Great Teachers and Leaders (GTL Center), the Center on School Turnaround at WestEd, Public Impact, and the University of Virginia Darden/Curry Partnership for Leader in Education. This module contains the materials designed to implement a work session that builds the knowledge and capacity of leaders and staff members from regional comprehensive centers (RCCs), state education agencies (SEAs), and within-state regional centers. The goals of the module are to develop understanding of the connection between turnaround leader competencies and the actions of successful turnaround leaders and to learn strategies for coaching and developing turnaround leaders.

Staff members from these agencies may wish to modify and turnkey the work session based on this module for use with district leadership teams, principals, teacher leaders, or other roles. The duration, scope, and sequence of the work session may be customized to accommodate local needs and conditions. The entire work session is designed to take place during a 3-hour period but can easily be broken into smaller portions and accomplished during multiple sessions to accommodate participant time and availability.

Materials

The following materials are part of this module:

- *Coaching and Developing Turnaround Leader Actions Facilitator's Guide*, containing a sample agenda, facilitation notes, and facilitator's handouts
- *Coaching and Developing Turnaround Leader Actions* slide presentation
- *Coaching and Developing Turnaround Leader Actions* participant handouts

All materials are available on the GTL Center's *Professional Learning Modules* website at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules>. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement:

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Work Session Goals

This work session based on the *Coaching and Developing Turnaround Leader Actions* module has the following goals for participants:

- Understand the connection between turnaround leader competencies and the actions of successful turnaround principals and leadership teams.

- Learn strategies for coaching and developing turnaround principals and supporting implementation of key turnaround leader actions.

Intended Audiences

Participants: Stakeholders who would benefit from participating in a work session using this module may include leaders and staff members from RCCs, SEAs, and local education agencies (LEAs). All stakeholders supporting school turnaround leaders and district and school teams (e.g., superintendents, central office staff, district school board members, principals, teacher leaders, teacher association representatives, and other decision makers) likely will benefit and develop strategic action plans as a result of participation in a work session based on this module.

Facilitators: Facilitators for a work session based on this module may include GTL Center staff, New Teacher Center staff, RCC staff, SEA staff, regional service agency staff, or other technical assistance providers.

Using This Facilitator's Guide

This facilitator's guide provides suggestions for structuring the work session, notes on how to implement the suggested activities, and talking points to be used with the slide presentation. It also includes additional, in-depth content information for facilitators to use within their presentations or to offer to participants who are interested in deeper learning.

Materials

The following materials are recommended for the work session and associated activities:

- Computer for the *Coaching and Developing Turnaround Leader Actions* slide presentation
- Internet access for participants for the following activities: viewing tools and soft copy of Development Plan
- Projector and screen
- Name table tents (optional)
- Chart paper and sticky notes
- Adequate reserved space, time, and materials
- Tables arranged to support small-group discussions
- Necessary materials printed, including handouts and a card sort activity

Preparation for Work Session Activities

Prior to the start of the work session, prepare the following materials:

- Print copies for participants of:
 - Turnaround Leader Competencies Handout
 - Turnaround Leader Actions Handouts
 - Teacher and Leader Interview Transcripts
 - Blank Template of the Turnaround Leader Action External Review
 - GROW Template
 - Sample Leadership Development Plan
 - Blank Template of the Leadership Development Plan
- Have soft copies available of:
 - Blank Template of the Leadership Development Plan
- Prepare materials for activities:
 - Turnaround Leader Actions Activity Handout; one set for every seven participants
 - Card Sort Activity; one per table group
 - Card Sort Activity Answer Key; optional for participants

Agenda Outline

Table 1 provides a detailed outline of the agenda for the 3-hour work session. It includes timing, slide numbers, activities, and materials. This outline provides facilitators with a big-picture view of this workshop and the corresponding activities.

Table 1. Detailed Outline of the Agenda

Agenda Item	Time	Slides	Activities	Materials Needed
Section 1. Introductions, Agenda, and Outcomes	10 minutes	1–8	<ul style="list-style-type: none"> Whip-around introductions Brainstorm of best development experience 	<ul style="list-style-type: none"> Presentation Agenda
Section 2. Connecting Turnaround Leader Actions and Competencies	50 minutes	9–19	<ul style="list-style-type: none"> Activity 1: Connect Competencies and Actions Activity 2: Describe Turnaround Leader Actions 	<ul style="list-style-type: none"> Chart Paper and Markers Turnaround Leader Competencies Handout Turnaround Leader Actions Handout Turnaround Leader Actions Activity Handouts
Section 3. Assessing Leader Actions	40 minutes	20–27	<ul style="list-style-type: none"> Activity 3: Turnaround Leader Action Assessment Simulation 	<ul style="list-style-type: none"> Teacher and leader interview transcripts Blank template of the external review
Break	15 minutes			
Section 4. Coaching Turnaround Leaders	35 minutes	28–35	<ul style="list-style-type: none"> Activity 4: Coaching Simulation Activity 5: Card Sort Plus 	<ul style="list-style-type: none"> GROW template Card sort materials
Section 5. Creating a Leadership Development Plan	25 minutes	36–40	<ul style="list-style-type: none"> Activity 6: Create a Leadership Development Plan 	<ul style="list-style-type: none"> Sample leadership development plans Blank leadership development plan template
Section 6. Closing Reflections and Next Steps	5 minutes	41–49	<ul style="list-style-type: none"> Wrap-Up: Reflection 	

Script

The following section is a slide-by-slide script that provides guidance to facilitators as they present the content and learning activities included in this work session based on this module. Reviewing the entire guide prior to facilitating the work session is highly recommended.

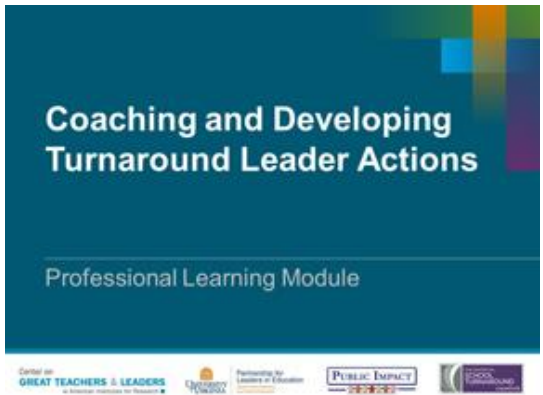

Coaching and Developing Turnaround Leader Actions

Section 1: Introductions, Agenda, and Outcomes (10 minutes)

Purpose: This section provides an overview of the work session, including the introduction of the presenters, introduction to the four partners, review of the agenda, and review of the program outcomes.

The left column provides information for the facilitator for each slide during the presentation:

- The words in italics that follow **“Facilitation Note”** provide details for guiding the discussion.
- The words in quotation marks that follow **“Explain”** are meant to be spoken aloud by the facilitator during the work session.

<p>Facilitation Note: <i>Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.</i></p>	 <p>Slide 1</p>
<p>Facilitation Note: <i>Let participants know that the first section will include introductions, a review of the agenda, and outcomes for the work session. Explain that first, group members will learn more about each other and where we are headed with the work session, and then we will begin to discuss coaching turnaround leader actions.</i></p>	 <p>Slide 2</p>

Explain: “The materials for this work session were developed collaboratively by the Center on Great Teachers and Leaders at American Institutes for Research, the Center on School Turnaround at WestEd, Public Impact, and the University of Virginia Darden/Curry Partnership for Leaders in Education. All four organizations are dedicated to promoting positive outcomes for underperforming schools and collectively have deep expertise in school turnarounds, great teaching, and school leadership. The GTL Center is a federally funded technical assistance center created to support state-led initiatives to grow, respect, and retain great teachers and leaders for all learners. This professional learning module and others can be found on the GTL Center and the Center on School Turnaround websites.”

Partner Organizations

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research



Partnership for
Leaders in Education
Darden School of Business
Curry School of Education

Slide 3

Explain: “Let’s find out who is in the room. We will whip around and have each of you introduce yourselves with your name, your role, and the best professional development you have experienced.”

Facilitation Note: Summarize the themes that you hear about high-quality development. *Note: If you have a large group of participants, have them make introductions at tables instead of to the whole group.

Introductions

- Your name
- Your role
- Your best ever development experience

Slide 4

Facilitation Note: Review agenda on slide.

Agenda

- Introductions, Agenda, and Outcomes
- Connecting Turnaround Leader Actions and Competencies
- Assessing Leader Actions
- Coaching Turnaround Leaders
- Creating a Leadership Development Plan
- Closing Reflections and Next Steps

Slide 5

Explain: “There are two main outcomes with which you will walk away from this session:

1. Understand the connection between turnaround leader competencies and the actions of successful turnaround principals and leadership teams.
2. Learn strategies for coaching and developing turnaround leaders and supporting implementation of key turnaround leader actions.”

Outcomes

- Understand the connection between turnaround leader competencies and the actions of successful turnaround principals and leadership teams.
- Learn strategies for coaching and developing turnaround leaders and supporting implementation of key turnaround leader actions.

Slide 6

Explain: “Turnaround schools are unique in that turnaround leaders are expected to increase academic outcomes for students by making rapid, dramatic, and sustained improvements while simultaneously ceasing ineffective practices and building capacity in adults. Small, incremental adjustments, which may work in other settings, do not work in turnarounds.

Therefore, school turnarounds require strong leaders with the right competencies, and also call for leaders to utilize certain actions. Use of the actions depends on the context, and understanding how to orchestrate influence can be a complex endeavor. Coaching helps develop competencies and increases the application of knowledge and skills. Therefore, it is critically important in the development and support of turnaround leaders.”

Rationale

- School turnarounds require strong leaders with the necessary competencies to succeed.
- Turnarounds also call for leaders to take high-leverage actions. Leaders need to know not only which actions to take but also when and how to take them within a given context.
- Coaching helps develop competencies and increases the application of knowledge and skills. Therefore, coaching is critically important in the development and support of turnaround leaders.

Slide 7

Explain: “The reality, however, is that even though we know that leadership development and coaching are critical in supporting turnaround school leaders, most principals and leadership team members receive very little development and coaching support.”

Facilitation Note: Ask participants the following question. After each question, allow participants to guess a percentage, and then show the statistic on the screen.

- What percentage of new principals are still at their school after 3 years?
- What percentage of funding for training programs goes to principals?

Explain: “We are asking turnaround principals to engage in complex work, but according to statistics like these, perhaps we are not fully supporting them, or any principals, in their endeavor. Not doing so leaves principals to fend for themselves, and that can lead to wasted effort. Introducing thoughtful coaching on the actions that matter is a way to support and develop these principals and leadership team members engaged in driving high-stakes changes.

In the next section, we will walk through specific actions and competencies to which a district or state can align turnaround leader supports.”

Facilitator Background Information: With new Every Student Succeeds Act (ESSA) requirements to expand professional development to school leaders and administrators, it will be important that development and coaching, especially for turnaround leaders, is strategic and aligned to what is most needed in a turnaround setting.

Need for Principal Development

What percentage of new principals are still at their school after 3 years?

About half of new principals leave their schools within 3 years.

What percentage of funding for training programs goes to principal development?

Of the approximately \$1 billion provided annually to districts for training programs, only 9% of funds go toward supporting principals, whereas 91% is used for teachers.

School Leaders Network (2016). On the High Cost of Principal Turnover. Retrieved from <http://turnaround.lead4ward.org/wp-content/uploads/2016/06/Principal-Turnover-2016.pdf>

Slide 8

Section 2: Connecting Turnaround Leader Actions and Competencies (50 minutes)

Purpose: The purpose of this section is to facilitate participant understanding of the unique actions that turnaround leaders utilize to transform their schools and how these actions are connected to the turnaround leader competencies.

Explain: “Our work today centers around the leader actions that research suggests are most likely to lead to a successful organizational turnaround. In case study after case study, successful turnaround leaders across sectors took similar actions as they tackled the complex job of leading a turnaround.

Not surprisingly, leaders who exhibited these actions tended to also share some common, underlying competencies.

In this section, we will share a theory of action, discuss the definition of a *competency*, and explore the relationship between competencies and actions.”

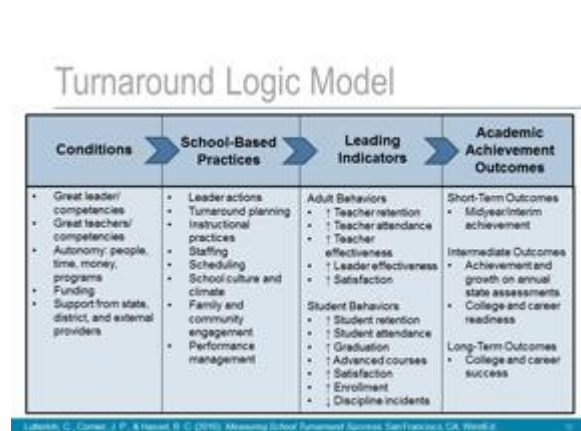


Slide 9

Explain: “What does it take to turn around achievement in a school that has been chronically low performing? With input from state and national leaders, the Center on School Turnaround came up with a logic model for successful school turnaround. Let’s review the logic model together.”

Facilitation Note: Walk through each column of the logic model.

Explain: [Click to animate.] “Within the school-based practices column, we see leader actions alongside other practices like turnaround planning and instructional practices. It is important to note that leadership vision and actions can drive the design and effectiveness of the other school-based practices.”



Slide 10

Explain: “Based on this turnaround logic model, here is the turnaround theory of action: **If** schools and districts hire great leaders and teachers with turnaround competencies and provide them with adequate autonomy, funding, and support, and **if** they implement effective school-based practices (including school leaders taking key actions), **then** leader and teacher effectiveness and student engagement, behavior, and learning will increase; and **then** student achievement, graduation rates, and college and career success will improve.”

Facilitation Note: Ask participants: “Does this theory of action work for you? What resonates? What questions do you have?”

Explain: “This theory of action acknowledges the importance of hiring and developing leaders with turnaround competencies and supporting them as they take actions necessary to succeed.

The remainder of this section focuses on the connection between turnaround leader competencies and actions.”

Turnaround Theory of Action

IF schools and districts hire great leaders and teachers with turnaround competencies and provide them with adequate autonomy, funding, and support; and

IF they implement effective school-based practices...



THEN leader and teacher effectiveness and student engagement, behavior, and learning will increase; and

THEN student achievement, graduation rates, and college and career success will improve.

Levin, C., Conner, J. P., & Hoxby, C. M. (2010). *Measuring School Turnaround Success*. San Francisco, CA: WestEd.

Slide 11

Explain: “*Competencies* are the underlying patterns of thinking, feeling, acting, and speaking that lead people to take specific actions.

As you may have seen already in turnaround research or in the professional learning module series on turnaround leader competencies, organizational psychologists have identified dozens of competencies, or underlying traits, that all of us have to a lesser or greater degree.”

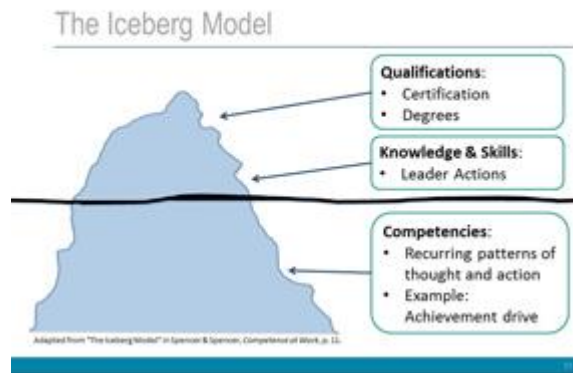
Turnaround Leader Competencies

- Competencies are underlying motives and habits—or patterns of thinking, feeling, acting, and speaking—that cause a person to be successful in a specific job or role.
- Competencies lead to actions that lead to outcomes.
- Competencies explain some of the differences in performance levels of leaders.
- Competencies can be measured and intentionally developed.

(Spencer & Spencer, 1993; Stoner & Hannaf, 2011)

Slide 12

Explain: “The Iceberg Model is another way to illustrate the connection between these underlying competencies and actions. Competencies, such as persistence, are below the surface and often less visible, but are the foundation that supports and drives what we see on the surface—someone’s actions, their achievements, their skills, and their practices.”

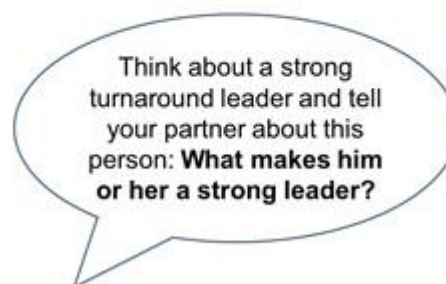


Slide 13

Explain: “Before we get into what the research says, let’s tap into the experience of the room. Think about a strong turnaround leader you have met or heard of. Turn to a partner and tell him or her about this person. What makes him or her a strong leader?”

Facilitation Note: After a minute or so, ask for volunteers to share ideas with the group. Write these ideas down on a sheet of chart paper at the front of the room.

Turn and Talk



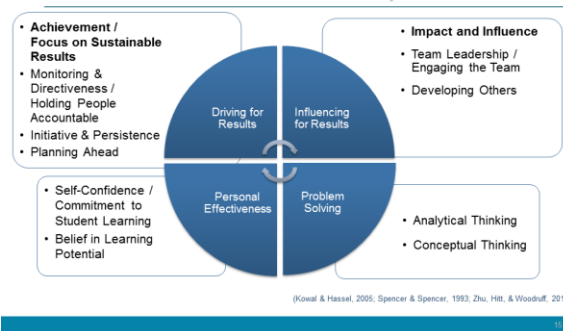
Slide 14

Explain: “Studies on successful organizational turnarounds indicate that (1) there are specific competencies that contribute to a turnaround leader’s success, (2) these competencies can be used to select leaders for turnaround schools, and (3) these competencies can be developed and refined over time.

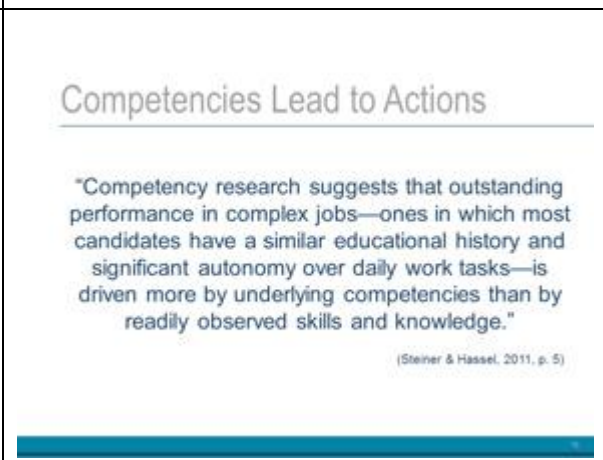
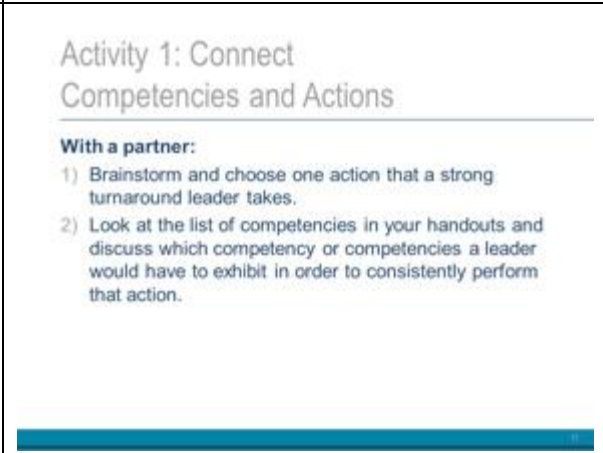
Facilitation Note: Point participants to the competency handout, which gives more descriptions. Walk through and name each competency on the slide, making connections to participants’ ideas on the chart paper about what makes a strong leader.

Explain: “Within Public Impact’s initial research in 2008 and UVA’s 2015 study, two competencies continued to show up among top performers in many different sectors: Achievement/Focus on

Turnaround Leader Competencies



Slide 15

<p>Sustainable Results and Impact and Influence, which are bolded on the slide.</p> <p>For more information on competencies and existing research, see the references slide.”</p>	
<p>Explain: “Competency research suggests that outstanding performance in complex jobs—ones in which most candidates have a similar educational history and significant autonomy over daily work tasks—is driven more by underlying competencies than by readily observed skills and knowledge.”</p>	 <p>Slide 16</p>
<p>Explain: “Competencies are closely connected to the actions a leader takes. Let’s try an example. In partners, brainstorm and choose an action you have seen a strong turnaround leader take. After you choose an action together, look at the list of competencies in your handouts and discuss which competencies a leader would draw upon to support that action.”</p> <p>Facilitation Note: Give partners a few minutes; then lead a brief, full-group share-out.</p> <p>Explain: “As you started reflecting on with your partners, competencies drive specific actions that lead to outstanding performance. We will now dive into some types of these actions that we see turnaround leaders taking.”</p>	 <p>Slide 17</p>

Explain: “Public Impact and UVA, partners with the Center on School Turnaround, have examined turnaround leader practice to find examples of specific actions that leaders have taken to improve performance of persistently low-performing schools. You can find the results of these organizations’ research online in the sources provided here and on the citations page. Within each of the familiar categories of leadership, this research shows what turnaround-specific leadership looks like in action.”

Facilitation Note: *Point participants to the handout on leader actions.*

Turnaround Leadership in Action



Cooper et al., in press
Public Impact, 2015
University of Virginia's Partnership for Leaders in Education, n.d.

Slide 18

Explain: “Instead of us explaining each action type one by one, we are going to give you time to internalize one of the types and present it to a group. Before we go into specific directions, let’s split up into random groups of seven.”

Facilitation Note: *Divide participants into groups of seven. If you have time, you can do an activity where participants line up by their birthday or preferences in salsa spiciness. Then count off so that there are seven people in each group. After groups are determined, pass out the leader action handouts (in the Facilitation Guide) and prompt groups to quickly split up the action types so that each person is assigned one. Once groups are ready, explain the directions for the activity.*

Explain: “Now that you are in groups and you have chosen one of these action types, take 2–3 minutes to individually read the description and example of your category. You can find these descriptions and examples in your handouts. Then you will create a new example of turnaround leadership within this category from your own experience. After this work time, you will be presenting your action type to the rest of the group, summarizing the leader action and providing one example to the group—either the one given or your new example. Are there any questions?”

Facilitation Note: *After 2–3 minutes, prompt participants to start presenting their leader actions to the group. Encourage them to spend no more than 2 minutes on each leader action.*

Activity 2: Describe Turnaround Leader Actions



Cooper et al., in press

- **Individually**
 - Each group member is assigned a different leader action topic.
 - Take 2–3 minutes to read the description and example for your topic in the handouts.
 - Create a new example of this topic from your own experience.
 - Prepare to present to your group: (1) explanation of topic; (2) example
- **Group**
 - Each member takes 2 minutes to present his or her leader action to the group.

Slide 19

Explain: “Principal supervisors play a critical role in the development and coaching of turnaround leaders. Principal supervisors contribute to the development and coaching of turnaround leaders through a variety of activities, including:

1. Diagnosing competency levels,
2. Setting leader development goals,
3. Facilitating leader development,
4. Frequently observing and providing feedback,
5. Monitoring and adjusting development plans, and
6. Evaluating principal performance.

Throughout the coaching process, it is also important that coaches are growing themselves and developing their own skills as coaches.

As we close out this section, please turn to a partner to reflect on your own district or state. Where are your system’s strengths and weaknesses? How might you use these tools?”

Principal Supervisors: Providing Support and Accountability

1. Diagnosing competency levels
2. Setting leader development goals
3. Facilitating leader development
4. Frequently observing and providing feedback
5. Monitoring and adjusting development plans
6. Evaluating principal performance

Slide 20

Section 3: Assessing Leader Actions (40 minutes)

Purpose: The section provides different methods for assessing leader actions.

Facilitation Note: *In this section, we will discuss different methods for assessing leader actions.*

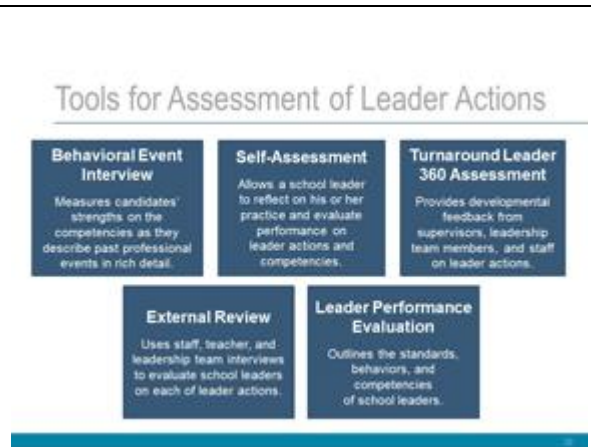
Explain: “At this point, we are transitioning from the first session outcome, understanding the connection between competencies and actions, to the second session outcome, which dives into learning strategies for coaching and developing turnaround leaders and supporting implementation of key turnaround leader actions. However, in order to develop and coach principals on their leader actions, it is first important to assess their strengths and challenges. The tools provided in this section will show several different ways to get data in order to write development plans and begin coaching.”



Slide 21

Explain: “A variety of assessment tools can be used to assess a turnaround leader’s actions and competencies, including a Behavioral Event Interview, a Turnaround Leader 360 Assessment, a Self-Assessment, an External Review, and a Leader Performance Evaluation.

In the coming slides, we will give you more information about each of these tools. And, in the references, you will find additional information, should you want to explore these assessments further.”



Slide 22

Explain: “A behavioral event interview is an in-depth interview technique that is designed to measure a candidate’s strengths on specific competencies by analyzing his or her past behaviors. This tool directly connects an action that a leader is taking and aligns it to the appropriate turnaround leader competency that addresses it. Through the BEI process, candidates share detailed stories about previous work experiences that reveal what they were thinking, feeling, and doing at the time. The BEI is designed to:

- Help select and hire leaders who already exhibit strengths in the turnaround leader competencies
- Help school leaders establish personal development plans after receiving feedback from the interview

Does anyone already use a tool similar to this?

Studies indicate that structured interviews, such as the BEI, that probe for information about past events are highly correlated with later job performance. By analyzing their actions and identifying their underlying competencies, you can better predict which candidates will be successful in leading school turnaround efforts. Although BEIs are more often used in the selection process, they could also be used retroactively to determine strengths and areas of growth in the turnaround leader competencies. To learn how to implement a Behavioral Event Interview, see the Public Impact School Turnaround Leaders Selection Toolkit.”

Behavioral Event Interview

- A behavioral event interview (BEI) is an in-depth way to measure candidates' strength on the competencies.
- Past performance is an indicator of future performance.
- Prospective school leaders share stories about previous work experiences that reveal their leadership competencies. These stories lay the groundwork for an analysis of how well leaders perform in a turnaround school.
- Although typically conducted during selection, the BEI can serve as a valuable development tool.
- For more on Behavioral Event Interviews, see Resources slide.



Slide 23

Explain: “There are many self-assessments available, or you could create your own. It is important for turnaround leaders to reflect on their own competencies and the actions they take to ensure that what they are doing is aligned to the highest likelihood of success. Self-assessments aligned to the turnaround leader actions and competencies are designed to:

- Provide principals with an informal way to reflect on their own practices, especially in terms of the turnaround leader actions or competencies
- Help school leaders establish personal development plans after discussing the self-assessment with a coach or supervisor

Has anyone used a self-assessment tool similar to this in the past?”

Leader Actions Self-Assessment

- A self-assessment allows a school leader to reflect on his or her own practices and evaluate his or her own performance on turnaround leader actions and competencies.
- For examples of turnaround leader self-assessments, see Resources slide.

Slide 24

Explain: “360-degree leadership assessment tools are designed to gather feedback from multiple people who work with the leader. Public Impact and Texas’s Education Service Center 13 recently collaborated to develop a 360 assessment tool specifically for school turnaround leaders. The assessment is designed to:

- Provide developmental feedback on research-based turnaround leader actions and competencies
- Offer insights on leader effectiveness based on perceptions of colleagues and a self-assessment
- Maintain anonymity of responses for honest and candid feedback
- Help school leaders establish personal development plans

Principals choose 10–16 respondents, including a supervisor, a minimum of three leadership team members, and a minimum of three teachers and staff. The survey itself consists of two open-response questions about school leader strengths and areas of development and 45 Likert scale questions focused on the leader’s use of turnaround leader actions and competencies.

In total, the survey typically takes about 20–30 minutes.

What other 360-like assessments have you all used in the past?”

Turnaround Leader 360 Assessment

- The 360 Assessment provides developmental feedback on the degree to which turnaround school leaders exhibit research-based turnaround leader actions and competencies.
- Feedback is provided anonymously on a Likert scale and in narrative form from the leader’s supervisor, school leadership team members, staff and faculty, and a self-assessment.
- For more on this resource, see Resources slide.



Slide 25

Explain: “The next tool was a work product from a recent Public Impact project—it has not been published. This school leader assessment tool was originally created as part of an external review. We all might be familiar with outside people coming into our schools to do an external review, but what if there were an external review that focused on the turnaround leader actions? This assessment is designed to:

- Provide developmental feedback on research-based turnaround leader actions
- Offer insights on leader effectiveness based on interviews with the leader, teachers, and staff
- Help leaders establish personal development plans

What types of external reviews do you all already do?

An external review of a turnaround leader’s actions can be conducted independently or as part of a more comprehensive school quality review. An external feedback summary could include interviews, observations, and data review.

Public Impact’s Turnaround Leader Action External Review is just one example of a tool that could be used for an external review. It includes a scale for rating the leader on the degree to which he or she is implementing specific turnaround actions.”

External Review

- An external review can measure the extent to which turnaround principals are engaging in the actions that research suggests are critical for success.
- These reviews may include conducting interviews and observations and providing feedback that principals can use immediately to improve their leadership capacity.

Slide 26

Explain: “All districts have in place a system for evaluating leader performance, based on a set of standards and expectations. Some districts have included turnaround leader competencies and actions in these performance evaluations or have focused the turnaround leader performance evaluation on standards that are most important in the school turnaround setting. The example is from the Florida Leader Evaluation System. As you can see, the pictured indicator ‘The leader demonstrates the use of student and adult performance data to make instructional leadership decisions’ is strongly aligned to the turnaround leader actions. Unlike the other tools, this tool is designed to formally evaluate a principal.

If your tool doesn’t include turnaround leader actions or competencies, you can supplement it using this module’s other resources.

Have any of you adjusted your principal evaluations to include turnaround leader competencies or actions?

We have gone over five examples of tools that could be used to assess principals on the turnaround leader actions or competencies. All of these tools would provide rich data in order to write development plans and coach principals.

What are other tools we could use to do this?”

Facilitation Note: *Collect ideas from participants.*

Leader Performance Evaluation

- District performance assessments outline the standards and behaviors of school leaders.
- Some districts have included turnaround leader competencies and actions in performance assessments of turnaround leaders.
- For a sample that includes turnaround leader competencies and actions, see Resources slide.



Slide 27

Explain: “Now we are going to do an activity to practice assessing a principal on the leader actions in order to eventually develop a coaching and development plan for him or her. Although you could choose a version of any of the tools mentioned earlier (or create your own!), we are going to use the Turnaround Leader Action External Review to assess Principal Rosario. Individually, you will read two transcripts. The first is a transcript from a mock interview with Principal Rosario. The second is a transcript from a mock interview with one of the teachers at her school. Both transcripts are meant to be excerpts from a lengthier interview by an external party. Although we are assessing Principal Rosario’s performance, this tool is meant to be more of an informal evaluation that leads to a discussion with the principal on her own development. Before you begin working on the tool itself, please read the interviews and take notes on any mention of the principal taking actions related to vision or goals.”

Facilitation Note: Give participants time to work.

Explain: “As a group, now use the blank Turnaround School Leader Action Feedback Summary to assess the leader on the two leader action types.”

Facilitation Note: Give participants time to work in groups; then bring participants back together. Lead a discussion, focusing on the following questions:

- How did you assess this leader?
- How would a tool like this be helpful in developing turnaround leaders?
- What would you add or change about the tool?

Activity 3: Turnaround Leader Action Assessment Simulation

1. Individually

- Read transcripts on Principal Rosario and Ms. Roberts, taking notes on the following leader action types:

- Vision
- Goals

2. Table groups

- Use the blank Turnaround Leader Action External Review to assess the leader.

3. Whole group

- How did you assess this leader?
- How would a tool like this be helpful in developing turnaround leaders?
- What would you add to the tool, or how would you change it?

Slide 28

Section 4: Coaching Turnaround Leaders (35 minutes)

Purpose: This section addresses how to coach turnaround leaders on the turnaround leader competencies.

Explain: “After assessing school leaders on the turnaround leader actions, a supervisor must also coach the turnaround leader on the actions.”



Slide 29

Explain: “Leadership development activities may include (1) presentations or trainings in a variety of formats, including in-person, online, or through a blended learning approach; (2) modeling or demonstrations, including videos or a school site visit, and observations of peers; (3) practice and feedback, including role playing, practicing critical conversations, or peer-to-peer learning; and (4) coaching from a peer, an internal coach, or an external coach.

As you can see in the table, research indicates that coaching yields the highest return in concept attainment, skill attainment, and application. Coaching is something we think of often for teachers, but it is less frequently seen as a critical component of leader development. In the case of the turnaround principal, where there is a great urgency and the need for bold actions, coaching may make the difference between success and failure.”

Effective Professional Development

Training Components	Concept Attainment	Skill Attainment	Classroom Application
Presentation of Theory	85%	15%	5–10%
Modeling	85%	18%	5–10%
Practice and Feedback	85%	80%	10–15%
Coaching	90%	90%	80–90%

(Joyce & Showers, 2002)

Slide 30

Explain: “So, how can coaching support leaders in their development, helping them to take effective actions and reach turnaround goals? Turnaround principals may receive coaching from supervisors, mentors, peers, and/or external leadership coaches. Because coaching has been shown to significantly increase implementation of learned behaviors, we have focused this module on coaching turnaround leaders to increase the use of high-leverage turnaround leader actions. We are going to quickly walk through some foundational information about coaching and then ask you to apply coaching skills to support a turnaround leader.

This section will begin by briefly describing the tools and a process coaches often use.”

*“I am altogether **more confident and more willing to stand up for my ideas and vision** within my organization because of coaching. I am also willing to be more visible within the larger community, which is a big deal for me.”*

(CAP Action Guide for Coaches, p. 13)

Slide 31

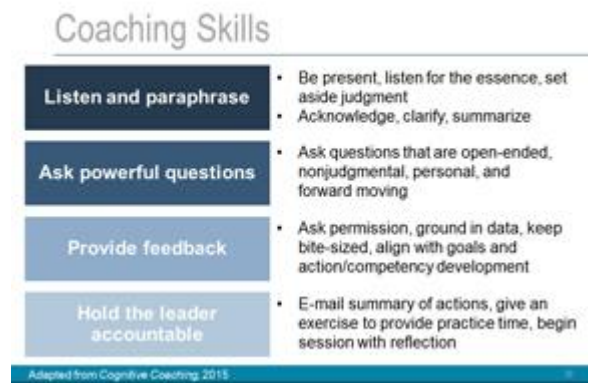
Explain: “A coaching relationship is a partnership that inspires principals to maximize their personal and professional potential, which is particularly important in a turnaround’s uncertain and complex environment. Coaches honor the client as the expert in his or her life and work, and they believe every client is creative, resourceful, and whole. Remember, the turnaround principal was hired because he or she was believed to have what it takes to orchestrate the turnaround. The turnaround principal is not part of the problem or previous low performance, so although coaching is important, we must remember that more than anything, the turnaround principal needs perspective, support, and so forth. Coaching a turnaround principal hired to do the job is much different from coaching a low performer into becoming a higher performer.

There are several skills strong coaches use, including listening and paraphrasing, asking powerful questions, providing feedback, and holding the leader accountable.”

Facilitation Note: Walk through examples on slide as needed.

Facilitator Background Information: The International Coach Federation (ICF) defines coaching as partnering with clients (in this case, turnaround leaders) in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today’s uncertain and complex environment. Coaches honor the client as the expert in his or her life and work, and they believe every client is creative, resourceful, and whole.

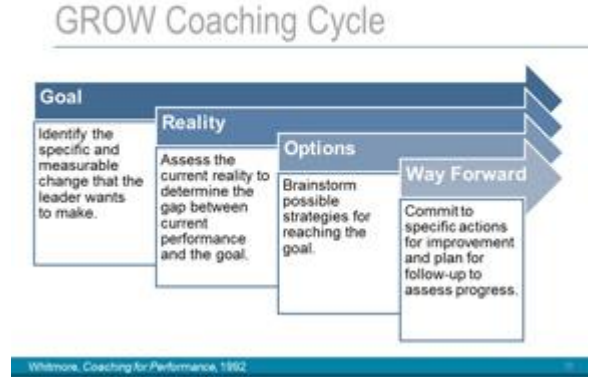
With this foundation in mind, the coach's responsibility is to discover, clarify, and align with what the client wants to achieve; encourage client self-discovery; elicit client-generated solutions and strategies; and hold the client responsible and accountable. This process helps clients dramatically improve their outlook on work and life while improving their leadership skills and unlocking their potential.



Slide 32

Explain: “The GROW Coaching Cycle is a common framework that coaches who work with turnaround leaders can use to help them improve. The steps of the framework take leaders through the process of identifying a change they want to make based on their development plan, assessing where they are now in relation to their goal, identifying strategies for reaching their goal, and committing to specific actions to get there and a plan for assessing their progress. As you see, these steps are closely aligned to, both informing and being informed by, the leader’s development plan.”

Facilitation Note: Walk through slide.



Slide 33

Explain: “Now we are going to have a chance to practice the GROW framework. In partners, we will have two rounds, where both partners have a chance to role-play a principal coach, and both partners have a chance to be Principal Rosario. First, please take out your external review for Principal Rosario and your GROW template in your handouts. Take a few minutes with your same external-review small group to plan out a coaching conversation based on the feedback you provided in your external review.”

Facilitation Note: *Provide ~5 minutes of work time. When work time is over, assign new partners. Note that it is important that participants are working with someone different than who they worked with for the external review so that they can have two different coaching conversations, as different groups likely focused on different areas of growth in their external review.*

Explain: “At this time, choose who will be the coach and who will be Principal Rosario for the first round. For each round, you will role-play a coaching conversation until time is called. Then you will have a couple minutes to debrief the conversation and provide the coach with feedback, before switching roles and beginning the second round. Are there any questions?”

Facilitation Note: *Provide 3–5 minutes for the first round of role play; then prompt partners to transition to giving feedback. 1–2 minutes later, prompt partners to switch roles and begin the second round of role play.*

After both role-play rounds are completed, bring the group back together to discuss any takeaways from using the framework.

Activity 4: Coaching Simulation

1. In small groups:
 - Plan for coaching conversation using your external review and the GROW template
2. In pairs:
 - Round 1
 - Choose who will be the coach and who will be Principal Rosario.
 - Role-play coaching conversation.
 - Reflect on coaching conversation and give feedback.
 - Round 2
 - Switch roles.
 - Role-play coaching conversation.
 - Reflect on coaching conversation and give feedback.
3. Full group debrief

Slide 34

Explain: “In addition to the coaching conversation, there are coaching exercises that may be used to facilitate learning and change. For example, with a leader who has not yet been able to articulate a clear vision of success for the school, a coach could have the leader do visioning or values clarification exercises. Let’s spend some time thinking about how coaching exercises could support turnaround leader actions.”

Coaching Exercises



Slide 35

Facilitation Note: Pass out a set of cards to each group. Read directions on slide. If the total number of participants is small enough, have them take a gallery walk to see what each of the groups came up with.

Note: In advance of the training, cut out one set of colored cards for each small group. Use one color for coaching exercises and another color for turnaround leader actions.

Activity 5: Card Sort Plus

1. In small groups:
 - Match each coaching exercise with a leader action.
 - Identify additional coaching exercises.
2. Full group debrief:
 - Discuss matches that your group made.
 - Share coaching exercises that you added.

Slide 36

Section 5: Creating a Leadership Development Plan (25 minutes)

Purpose: The purpose of this section is to facilitate participant understanding on how to create a leadership development plan that is aligned to the leader actions and competencies.

Explain: “Now that we have talked about how to assess principals on the turnaround leader actions and competencies—we have practiced how to have a coaching conversation with a principal have and brainstormed specific coaching activities to develop the turnaround leader actions—we can use all this to create leadership development plans to increase effective leader actions and competencies. When we say ‘leadership development plans,’ we do not mean a formal evaluation process. Instead, we are referring to a living, breathing document made in partnership with a principal to discuss development goals openly and lay out next steps.”

Creating a Leadership Development Plan

Slide 37

Explain: “To support turnaround leaders in taking actions that result in changes in practices and improved student outcomes, principal supervisors and/or leadership coaches work with the leader to create a leadership development plan and to put in place a clear process for monitoring implementation and impact of the plan. The following elements are included in the sample leader development and progress monitoring plans.”

Facilitation Note: Briefly walk through slide and table, knowing that you are about to explain the plan in depth when you walk through the sample on the next slide.

Leadership Development Plan

* A leadership development and support plan should consist of both a plan for development and a plan to track progress.

Development Plan	Tracking Progress
Leader Goals	Leader Actions
Strategies: <ul style="list-style-type: none">- Coaching Actions- Coaching Activities	Implementation Targets: <ul style="list-style-type: none">- Teacher/Adult Behaviors- Expected due to Leader Actions
Leader Actions	Impact Targets: Student Outcomes
Coaching Timeline	Progress Monitoring Routines

Slide 38

Facilitation Note: Prompt participants to take out the sample development plan from the handouts. Use handout and screenshot on slide to walk participants through each component of the plan and the sample narratives.

When going through the sample plan, point out that this is only a sample and it is not complete. In a complete plan, there would be many more actions. However, for the sake of illustrating how this plan could be used, we've provided only two types of actions.

For school improvement strategy, the action is tied to a strategy from the school's improvement plan. Most turnaround schools already have goals on some sort of improvement plan. Now it is up to the leader to determine what he or she is working on personally that will help reach those school goals.

Sample Development Plan

Goal	Action	Measure of Success
Improve student achievement in reading	Implement a new reading program	Increased reading scores on state tests
Improve teacher effectiveness	Provide professional development for teachers	Increased teacher ratings on student surveys

Slide 39

Explain: “Earlier, we assessed Principal Rosario’s strengths and areas of growth and began a coaching conversation with her. Building off those activities, we are now going to start creating a development plan for her that is aligned to the turnaround leader actions.

With your same small groups from the external review, come back together to create a development plan for Principal Rosario that builds off one of the coaching conversations you just had with her. What goals, strategies, actions, and activities would you do to help Dr. Rosario develop? How would you measure successes? Please use the blank template provided. If you get stumped, don’t forget to look back at the coaching activities. Any questions?”

Facilitation Note: After giving participants ample time to begin a development plan (note that they will not have time to finish one), bring the group back together and discuss the following questions:

- What goals and coaching activities did you plan for Principal Rosario?
- In what ways could you track Principal Rosario’s progress?
- How would using a plan like this be helpful?
- What challenges can you anticipate in using a similar tool?

Activity 6: Create a Development Plan

1. Table groups

- Using Principal Rosario’s strengths and areas of growth from the external review and takeaways from your coaching conversation, create a development plan for Principal Rosario.

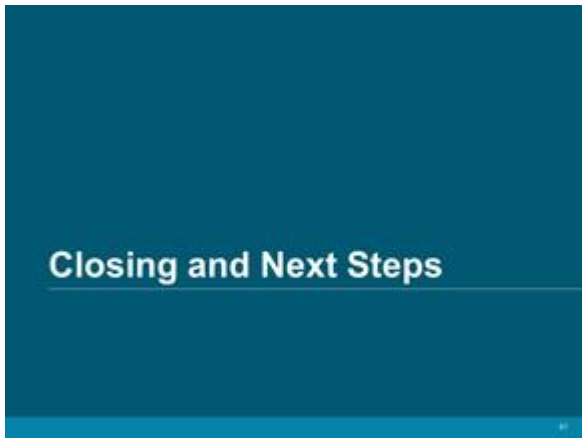
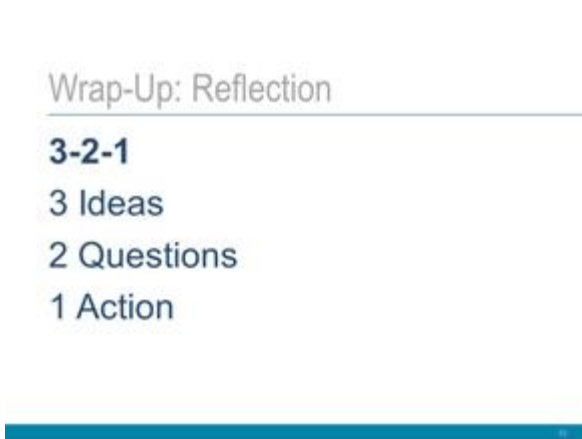
2. Whole group

- What goals and coaching activities did you plan for Principal Rosario?
- In what ways could you track Principal Rosario’s progress?
- How would using a plan like this be helpful?
- What challenges can you anticipate using a similar tool?

Slide 40

Section 6: Closing and Next Steps (5 minutes)

Purpose: This section provides participants with a sense-making activity for the module.

<p>Explain: “In this last section, we will take some time to make sense of all we’ve learned in this module.”</p>	 <p>Slide 41</p>
<p>Explain: “Let’s take a couple minutes to reflect on all the work we’ve done today. Please respond to the prompts on the screen on different sticky notes and put them on the corresponding chart paper:</p> <ul style="list-style-type: none">▪ Three ideas you have,▪ Two questions you have, and▪ One action you commit to take.” <p>Facilitation Note: Participants will do a 3-2-1 reflection. Provide participants with two or three minutes to write down reflections and put their sticky notes on the corresponding chart paper. If time, ask for some participants to share with the whole group.</p>	 <p>Slide 42</p>

Explain: “We have included information about where to find the tools listed in this module.”

Facilitation Note: Show and review slides.

Resources

1. Behavioral Event Interviews

- Hitt, D. (2015). "What it takes" for a turnaround: Principal competencies that matter for student achievement. A guide to thoughtfully identifying and supporting school leaders. Center on School Turnaround at WestEd & University of Virginia Darden/Curry Partnership for Leaders in Education, San Francisco, CA: WestEd. Retrieved from <http://centeronschoolturnaround.org/here-cst-publication-what-it-takes-for-a-turnaround-principal-competencies-that-matter-for-student-achievement/>
- Public Impact. (2008). Turnaround Leader Selection Toolkit. Retrieved from http://www.publicimpact.com/publications/Turnaround_Leader_Selection_Toolkit.pdf

2. Leader Self-Assessment

- Public Impact. (2015). Self-Assessment: School Turnaround Leader Actions. Retrieved from http://publicimpact.com/web/wp-content/uploads/2016/02/Turnaround_Leader_Actions_Self-Assessment-Public_Impact.docx
- Public Impact. (2015). Self-Assessment: School Turnaround Leader Competencies. Retrieved from http://publicimpact.com/web/wp-content/uploads/2016/02/Turnaround_Leader_Competency_Self-Assessment-Public_Impact.docx

Slide 43

Resources, continued

3. Turnaround Leader 360 Feedback Assessment

- ESC 13 and Public Impact. (2018). Turnaround Leader 360 Feedback Assessment. Retrieved from <http://turnaround360.net/>

4. Leader Performance Evaluation

- Florida Department of Education. (2012). Observation and Evaluation Forms and Procedures for Leadership Practice. Retrieved from <http://www.fdoe.org/cons/leadership.php?603/wn/0071810-filest.pdf>

Slide 44

Explain: “As previously discussed, we’ve included references for this module and encourage you to do further reading on turnaround leader competencies and actions.”

Facilitation Note: Show and review slides.

References

- Center on School Turnaround. (forthcoming). *Turnaround theory in action*. San Francisco, CA: WestEd.
- Coaching and Philanthropy Project. (2010). *An action guide for coaches*. Oakland, CA: CompassPoint Nonprofit Services. Retrieved from http://btw.informingchange.com/uploads/2010/03/CAP_Action-Guide-for-Coaches1.pdf
- Cooper, Comier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). *Leading successful school turnarounds: Examples of actions taken by turnaround principals*. Center on School Turnaround. San Francisco, CA: WestEd.
- Costa, A., & Garmston, R. (2015). *Cognitive coaching: Developing self-directed leaders and learners*. Lanham, MD: Rowman & Littlefield.
- Hitt, D. H. (2015). “What it takes” for a turnaround: Principal competencies that matter for student achievement. *A guide to thoughtfully identifying and supporting school leaders*. San Francisco, CA: WestEd. Retrieved from http://centeronschoolturnaround.org/wp-content/uploads/2015/01/CenteronSchoolTurnaround_What_It_Takes.pdf
- Joyce, B., & Showers, B. (2002). *Designing training and peer coaching: Our needs for learning*. Retrieved from <http://literacy.kent.edu/coaching/information/Research/randd-engaged-joyce.pdf>

Slide 45

References, continued

- Kowal, J. M., Hassel, E. A., Steiner, L. M., Arkin, M. D., Hassel, B. C. (2005). Turnarounds with new leaders and staff: School restructuring options under No Child Left Behind: What works when? The Center for Comprehensive School Reform and Improvement.
- Lutterloh, C., Comier, J. P., & Hassel, B. C. (2016). *Measuring school turnaround success*. San Francisco, CA: WestEd. Retrieved from http://centeronschoolturnaround.org/wp-content/uploads/2016/04/CenteronSchoolTurnaround_PublicImpact.pdf
- Public Impact. (2015). *School turnaround leader actions*. Chapel Hill, NC: Author. Retrieved from http://publicimpact.com/web/wp-content/uploads/2015/05/Turnaround_Leader_Actions_Public_Impact.pdf
- School Leaders Network. (2014). CHURN: The high cost of principal turnover. Retrieved from http://connectleadstosuccess.org/sites/default/files/principal_turnover_cost.pdf
- Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons.

Slide 46

References, continued

- Steiner, L., & Hassel, E. A. (2011). *Using competencies to improve school turnaround/principal success*. Charlottesville, VA: University of Virginia Darden/Curry Partnership for Leaders in Education. Retrieved from http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/using-competencies-to-improve-school-turnaround.pdf
- University of Virginia's Partnership for Leaders in Education. (n.d.). *Leader competencies and turnaround actions shown to influence student achievement*. Charlottesville, VA: Author. Retrieved from http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Pages/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/Turnaround%20Leadership%20Competencies%20and%20Actions.pdf
- Whitmore, J. (1992). *Coaching for performance: GROWing human potential and purpose*. London, UK: Author.
- Zhu, G., Hitt, D. H., & Woodruff, D. (2015). *Identifying and validating a model for school turnaround*. Manuscript submitted for publication.

Slide 47

Explain: “For more information on the partner organizations that developed the content of this module and for related turnaround resources, please visit their websites.”

Partner Organizations

For more information on the Partner Organizations:

Center on Great Teachers and Leaders
<http://www.gtlcenter.org/>

Center on School Turnaround
<http://centeronschoolturnaround.org/>

Public Impact
<http://publicimpact.com/>

Darden/Curry Partnership for Leaders in Education
<http://www.darden.virginia.edu/darden-curry-ple/>

Slide 48

Explain: “This concludes our work together today. Thank you for your time and participation.”

Facilitation Note: *Insert your name and contact information.*

Presenter Name
Address
Phone
E-mail
Website

 <https://www.facebook.com/xxxxx>
 <https://twitter.com/xxxxx>



Slide 49

Facilitator Handouts

The following section consists of facilitator-facing handouts that are not available in the Participant Handout packet. The included handouts are as follows:

1. Activity 2: Leader Actions Handouts

Participants will be divided into groups of seven for this activity. Each group will receive a set of all seven leader action handouts. Therefore, for every seventh participant, you will need another copy of these handouts. During Activity 2, each group member will choose to work on one leader action from the packet and will use the corresponding handout to prepare their short presentation.

2. Activity 5: Card Sort Materials

Print and cut out one set of the seven Turnaround Leader Action Type cards for each table group on colored paper. Note that there are two columns of the same leader actions on page 1.

Print and cut out one set of the 18 Coaching and Development Activities cards for each table group.

3. Activity 5: Coaching and Developing Exercises (Card Sort Answer Key)

Have a copy of this handout printed for your reference as you review the card sort activity. Note that some of the coaching exercises in the answer key can be used to develop other leader actions in addition to the ones to which they are mapped.

If you think it would be useful for your group, make copies of this handout to give to participants after Activity 5.

Vision

Turnaround principals establish and communicate a clear vision, help staff personally feel problems and urgency for change, and make and share a plan to achieve the vision.

Examples

1) Prior to the start of the first year of implementation, one turnaround principal was explicit with his staff about the expectations for change, outlining cultural and instructional practices that would be implemented and reinforced by all teachers. Teachers were encouraged to make a choice about whether they were prepared to align to the vision and work toward meeting the new, higher expectations. Some opted not to stay; a couple were dismissed.

2)

Vision

Goals

Data

Change

Instruction

Teachers

Partnerships

Adapted from Cooper, Cornier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). Center on School Turnaround

1

Goals

Turnaround principals prioritize goals and focus areas, make action plans based on data, identify and achieve a few early wins, and reduce time spent on activities that interfere with or distract from school priorities.

Examples

1) One turnaround principal intentionally postponed implementation of Project-Based Learning, a key aspect of the school's vision, in order to prioritize implementation of strong, direct, instructional strategies. Given his turnaround context, he made the strategic decision to focus on having the instructional basics mastered first, prior to tackling more complex, interdisciplinary instructional approaches.

2)

Vision

Goals

Data

Change

Instruction

Teachers

Partnerships

Adapted from Cooper, Cornier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). Center on School Turnaround

2

Data

Turnaround principals establish a data culture, adjust instructional practice through visible data, and use data continually to make decisions and solve problems. They celebrate progress but refuse to accept as sufficient ends.

Examples

1) One turnaround principal established a leader board to display each class's progress toward reaching individual student achievement targets. Teachers updated data within a shared tracking system, and the class with the highest percentage of students reaching targets was recognized in weekly, whole-school community meetings. Each class visibly tracked student progress on a chart that students filled in each time they reached an individual target.

2)

Vision

Goals

Data

Change

Instruction

Teachers

Partnerships

Adapted from Cooper, Cornier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). Center on School Turnaround

3

Change Leadership

Turnaround principals focus on successful tactics and discontinue unsuccessful ones, break rules and norms and take new actions, and change systems and structures, as warranted.

Examples

1) One turnaround principal redesigned the schedule for common planning time, provided a protocol for collaborative data team meetings, met each week with teams to look at student work and discuss rigor, and observed teachers and directed the literacy or math teacher-leader to follow up with modeling and coaching support or recommended that the teacher observe another classroom to learn from what others were doing well.

2)

Vision

Goals

Data

Change

Instruction

Teachers

Partnerships

Adapted from Cooper, Cornier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). Center on School Turnaround

4

Instruction

Turnaround principals place a strong and intentional focus on instruction, facilitating alignment to assessments and standards, differentiating support for instructional improvement, and deploying a team of instructional leaders.

Examples

1) One turnaround principal created a schedule with common planning time and required grade-level teams to collaborate on lesson planning and align lessons to assessments of learning objectives and content standards, implement common instructional pacing plans, and use assessment data to measure effectiveness of instruction, reteach concepts that were not mastered, and adjust future lesson plans.

2)

Vision

Goals

Data

Change

Instruction

Teachers

Partnerships

Adapted from Cooper, Cornier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). Center on School Turnaround

5

Teachers and Leaders

Turnaround principals ensure excellent teachers by making necessary replacements; attracting, selecting, and retaining top talent; ensuring ongoing professional growth; and leading a team of leaders to drive changes.

Examples

1) One turnaround principal restructured her staffing model, implementing an Opportunity Culture approach focused on developing a team of accountable teacher-leaders, Multi-Classroom Leaders, to lead smaller teams of teachers. By cascading support, the principal was able to build the leadership capacity of the team and oversee the instructional leadership, while not becoming mired in scheduling and delivering feedback to individual teachers.

2)

Vision

Goals

Data

Instruction

Change

Teachers

Partnerships

Adapted from Cooper, Cornier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). Center on School Turnaround

6

Strategic Partnerships

Turnaround principals solicit the support of key influencers within their school community, silence critics by achieving quick success, and identify partner organizations to bring additional resources and support to the school.

Examples

1) As a result of extensive outreach to community organizations (health, mental health, business, STEM, arts and cultural, athletics and recreational), one turnaround principal leveraged partnerships and secured grants and donations to provide extended day enrichments, after-school activities, and wraparound support to students.

2)

Vision

Goals

Data

Instruction

Change

Teachers

Partnerships

Adapted from Cooper, Cornier, Dean, Hitt, Kutas, Losoponkul, Lutterloh, and Meyers. (in press). Center on School Turnaround

7

Turnaround Leader Action Types: Print a set on colored paper and cut out for each table group

VISION

VISION

GOALS

GOALS

DATA

DATA

CHANGE LEADERSHIP

CHANGE LEADERSHIP

TEACHERS & LEADERS

TEACHERS & LEADERS

INSTRUCTION

INSTRUCTION

STRATEGIC PARTNERSHIPS

STRATEGIC PARTNERSHIPS

Coaching & Development Activities: Print and cut out a set of cards for each table group.

<p>Diamond 9 Rank your nine most important outcomes, and as a group, decide on your top priorities. Use this prioritization to guide your action planning.</p>	<p>What's Working Take one focus area and write responses to the following questions on sticky notes: (1) What's working well?, (2) What's working so-so that could be improved?, and (3) What's not working so well? Chart. Celebrate successes. Discuss quick wins and challenges.</p>
<p>Think, Feel, Say, Do On sticky notes, ask stakeholders to write down answers to the question "In three years' time, we want to think/feel/say/do what in relation to our organization?" Use one sticky note per idea and post on four charts on the wall. Explore commonalities and discrepancies in responses of different stakeholder groups.</p>	<p>5 Whys Root Cause Analysis State each presenting problem and then identify the root causes of problems by responding to a series of "why" questions. Identify solutions to root causes and prioritize which to do first.</p>
<p>Four Corners—Cultural Competency Each corner represents "Agree," "Strongly Agree," "Disagree," and "Strongly Disagree." Once participants hear the value statement, they physically move to the corner of their choice. Facilitator then asks people why they chose that particular corner.</p>	<p>Futuring Generate ideal solutions by imagining what you would do if there were no constraints. Identify what it would look like 5 years in the future. Visualize creative solutions. Share and discuss.</p>
<p>Work Styles/Strengths Inventories Participants take a work styles or strengths inventory. Get into groups by results. Have each group discuss how they work best, what they need from others, and what drives them crazy. Share out with the groups. Then, work together on how to leverage strengths across teams.</p>	<p>Skill vs. Will Matrix Use the Skill/Will matrix to identify a person's combination of skill level and willingness to accomplish the specific task. Use the results to determine an effective management, coaching, and support plan.</p>
<p>SWOT Analysis For a given situation, brainstorm in groups ideas for how to: (1) best leverage strengths, (2) address weaknesses, (3) take advantage of opportunities, and (4) anticipate and overcome threats. Share ideas and discuss.</p>	<p>Problem-Solving Protocols Problem owner presents the problem to the group. Group asks clarifying questions. Group brainstorms solutions. Problem owner picks the most promising ideas. Benefits and concerns of each selected idea are discussed. Plan of action is made to address the problem.</p>

<p>4-Box Model</p> <p>Use the 4-box model for evaluating how well you are communicating changes and how well you are mapping advantages versus disadvantages and change versus status quo. Spend time discussing each box, including the reasons for change, benefits, and concerns.</p>	<p>Force Field Analysis</p> <p>Identify driving forces and restraining forces related to a complex situation. Assign each force a score from 1 (weak) to 5 (strong). Draw a diagram showing the forces for and against change. Use the diagram to focus discussion and foster agreement about the path forward.</p>
<p>Focus Groups</p> <p>Gather 6–10 stakeholders and facilitate an open discussion of the topic to collect a variety of ideas and opinions in a short amount of time. Set aside 45–90 minutes for each focus group and conduct three or more sessions. Develop eight clearly worded, open-ended questions to guide discussion.</p>	<p>Stakeholder Mapping</p> <p>Identify stakeholders, anyone who can make or break our change efforts, including partners, leaders, and implementers. Create a graphic to illustrate the groups and map individual dispositions toward the change. Identify actions to shift dispositions. Track changes to dispositions over time.</p>
<p>Dot Voting</p> <p>Bring many stakeholders together and brainstorm options or ideas about important issues. Write them on wall charts and take time to clarify. Divide the number of choices by the number of people and pass out dots for voting.</p>	<p>Flip the Tarp</p> <p>In groups, brainstorm characteristics of growth mind-sets and write them on one side of a tarp or large piece of plastic. On the other side, write characteristics of fixed mindsets. Have the group stand on the tarp with fixed mind-set side up.</p>
<p>Personalization Survey</p> <p>Survey students, parents, and teachers on how well the school implements the elements of a personalization: advisory, purposeful relationship building between staff and students, looping, small learning communities, student voice, student leadership opportunities in schoolwide decision making, connections to community, and parent engagement. Use data to take actions.</p>	<p>Student-Centered Carousel</p> <p>Post charts with each of the student-centered classroom around the room (environment promotes interaction, assessments of higher order thinking, responsive to students, encourages questioning not compliance, relationships). Have each group rotate charts while brainstorming ideas and adding on. Original group summarize ideas for the whole group. Use dot voting to commit to schoolwide actions.</p>

Coaching and Development Exercises

Turnaround Leader Actions	Card Sort Activity Answer Key	Additional Coaching and Development Exercises
GOALS	<ul style="list-style-type: none"> • Diamond 9 • What’s working • 5 Whys Root Cause Analysis 	<ul style="list-style-type: none"> • Big Rocks—Prioritization • Urgent Important Matrix • Goal Setting • Action Planning • Communicating early wins
VISION	<ul style="list-style-type: none"> • Futuring • Four Corners—Cultural Competency • Focus Groups 	<ul style="list-style-type: none"> • Values Clarification • Vision & Mission Development • Appreciative Inquiry • Facilitating Community Meetings • Surveying for Input
TEACHERS & LEADERS	<ul style="list-style-type: none"> • Work Styles/Strengths Inventories • Skill vs. Will Matrix • SWOT Analysis • Flip the Tarp 	<ul style="list-style-type: none"> • Staffing Plan • Budget Worksheet • Staff Schedules • Behavioral Event Interviews • Feedback Protocols
DATA	<ul style="list-style-type: none"> • Problem-Solving Protocols 	<ul style="list-style-type: none"> • Data Displays • Keys to Effective Presentations • Progress Monitoring Routines
CHANGE LEADERSHIP	<ul style="list-style-type: none"> • 4-Box Model • Force Field Analysis 	<ul style="list-style-type: none"> • Change Management • Norms & Expectations • Role Playing • Observe a Demonstration • Accountability
INSTRUCTION	<ul style="list-style-type: none"> • Student-Centered Carousel • Personalization Survey 	<ul style="list-style-type: none"> • Stop-Start-Continue • Read a Research Article • Watch a Video of Practices • Visit Successful Schools
STRATEGIC PARTNERSHIPS	<ul style="list-style-type: none"> • Think, Feel, Say, Do • Stakeholder Mapping • Dot Voting 	<ul style="list-style-type: none"> • Turnaround Plans • Policy Waivers / Replacement Policies • Principal Supervisor • Performance Evaluation

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