SREB

Preparing Principals to Turn Around Low Performing Schools

How do school turnaround and school transformation differ?

What must principals know and do to turn low performing schools into higher performing schools?e

What training strategies and processes are necessary to prepare principals for success in turning around low performing schools?

Turnaround vs Transformation

Turnaround

- "Turnaround" is a dramatic and comprehensive intervention in a lowperforming school that:
- a) produces significant gains in achievement within two years; and
- b) readies the school for the longer process of transformation into a high-performance organization."

Mass Insight Education, 2007

Transformation

"Transformation" is a longterm process of changing systems and processes in a school that results in all students achieving academic success, with academic success defined as performing at or above grade level standards.



Which Comes First?

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1. Turnaround comes first

- examining data to find root causes
- developing a culture of high-expectation
- providing a standards-based curriculum in literacy and math
- giving students rigorous assignments
- using classroom assessment for learning
- implementing RtI ...

2. Transformation comes second

- extending rigor to other subject areas
- creating effective guidance and career counseling programs
- using community resources to provide real life and career learning opportunities
- working with the central office to gain greater autonomy and flexibility in curriculum and instruction ...

Laying the Program Foundation

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Theory of action

Design principles

Turnaround skill sets

Theory of Action for Leading Turnaround

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- Awareness of problems and obstacles to raising student achievement
- Understanding of why problems exist
- Planning to provide focus and direction
- Competence to lead staff in addressing problems and obstacles
- Commitment to leading staff in addressing problems and obstacles

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Turnaround Skill Sets (knowledge, skills, dispositions necessary for leading turnaround)

- 1. Analyzing the context of low-performing schools
- 2. Creating a culture of high expectations
- 3. Providing a rigorous and relevant curriculum
- 4. Promoting effective teaching and learning (Part A)
- 5. Building a student-centered, safe and productive school environment
- 6. Planning and managing the turnaround process at the internship site
- 7. Implementing organizational change and professional development that improves teaching and learning
- 8. Promoting effective teaching and learning for all students (Part B RtI, ESE, ESOL)
- 9. Leading Initiatives to Improve Students' Success in Mathematics
- 10. Sustaining turnaround and moving into transformation

Professional Learning Strategies

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- Two-day seminars addressing skill set content (10)
 - Seminar follow-up activities in a low-performing school
- Five online modules with embedded application activities
 - Assessing Academic Rigor in School and Classroom Practices
 - Designing Assessment to Improve Student Learning
 - Building Instructional Leadership Teams
 - Leading Schoolwide Literacy Initiatives
 - Developing Engaging, Academically Rigorous Career Technical Programs
- Nine major field-based assignments requiring application of turnaround leadership skills (see handout)
- Classroom walkthroughs that focus on a variety of content areas and instructional strategies

Design Principles

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- Problem-based learning
- Situated learning
- Data-based problem solving
- Team-based assignments and activities
- Coaching and continuous feedback
- Sequenced learning
- Instructors who are role models

A Closer Look at the Practicum

Analyzing the
Context of
LowPerforming
Schools
April 2012

Envisioning a Culture of High Expectations

June 2012

Providing a Rigorous and Relevant Curriculum

July/Aug. 2012

Assessing Rigor in School and Classroom Practices Sept. - Oct. 2012

Assignment 1: Case Study of the Practicum School

July 2012

Practicum Experiences in Case Study Schools

June 2013

Assignment 2: Schoolwide Rigor Assessment Assignment 3: Course Schedule

Assignment 4: Case Study School Improvement Plan

Promoting
Effective
Teaching and
Learning
(Part A)
November 2012

Designing
Assessments to
Improve Student
Learning
Nov. '12 – Jan. '13

Building a
Studentcentered
Productive
School
Environment
February 2013

Building Instructional Leadership Teams Mar. – May 2013 Planning and Managing the Turnaround Process June 2013

A Closer Look at the Internship

Implementing
Organizational
Change and
Professional
Development
Sept. 2013

Promoting
Effective
Teaching and
Learning
(Part B)
Dec. 2013

Assignment 5: Developing and Implementing a 90-Day Plan

July 2013

Internship/Post-Internship Experiences

June 2014

Assignment 6: Lesson Study

Assignment 7:
Supporting
Student
Transitions

Assignment 8:
Mid –course
Correction to
90-Day Plan

Assignment 9:
Portfolio
Presentation

Leading
Initiatives to
Improve
Students'
Success in
Mathematics
Feb. 2014

Maximizing
Flexibility and
Autonomy in
the Charter
Setting
Feb. 2014
(Charter Only)

Leading Schoolwide Literacy Initiatives Jan./Mar. 2014 Developing
Engaging,
Academically
Rigorous Career
Technical
Programs
April - June 2014

Sustaining
Turnaround/
Growing the
Organization
June 2014

Essential Elements of Turnaround Program Implementation

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Partners believing in turnaround

Commitment of top-level leaders

District shepherd

Participant selection criteria and process

Cohesive curriculum

Essential Elements of Turnaround Principal Preparation

SREB

Expert support team

Trainers who model the role

Performance tracking and reporting process

Program evaluation plan

Dedicated resources

FTLP Logic Model

Inputs (Resources you invest)

- → Knowledge base on school turnaround
 - Tenets of UVA School Turnaround Specialist Program
 - Public Impact Competencies
 - SREB knowledge base
- → Race to the Top funding
 - ◆ \$5 million over 2 1/2 years
- → Partnerships with 5
 Florida school districts,
 University of North
 Florida and FDOE
- → SREB's experience in school improvement and leadership development

Throughputs (Processes used to achieve your goal)

- → Design Team planning process
- Planning and development of the program
- → Supporting participants
 - Coaching, Mentoring and Supervising
- → Selecting participants
- → Placing participants at practicum and internship schools
- → Communicating and collaborating with districts
- → Evaluating participants progress and program quality

Outputs (Immediate results of throughputs)

- → FTLP curriculum
 - Seminars, online modules, practicum and internship field experiences, assignments
- → Cohort of 80+ participants across Florida
- → Program Leadership
 - Project Co-directors, project manager, lead practice coach
- → Seminar content, assignments, rubrics and timelines

Outcomes (What is left behind for the future)

- → 80+ "Fully Ready" turnaround leaders
- → Tested, replicable turnaround leader development model for states, districts and universities
- → Lessons learned
- → Increased district capacity to develop turnaround leaders
- → Cadre of FTLPexperienced mentors and coaches
- → Implementation Guide



Phases of Implementation

