

Preparing Principals Who Can Lead Challenging Middle Grades and High Schools

What does recent research tell us about school turnaround?

What are the features of effective innovative principal preparation programs?

How does the SREB Turnaround Leaders Program incorporate these features?

**All schools need effective leaders,
but all schools do not need the
same kind of leadership.**

“Turning around chronically underperforming schools is a different and far more difficult undertaking than school improvement. It should be recognized within education – as it is in other sectors – as a distinct professional discipline that requires specialized experience, training, and support.”

Mass Insight, School Turnaround Group, 2007.

Turnaround vs Transformation

Turnaround

“Turnaround is a dramatic and comprehensive intervention in a low-performing school that

- produces significant gains in achievement within two years
- readies the school for the longer process of transformation into a high-performance organization.”

Transformation

“Transformation is a long-term 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.”

Mass Insight Education, 2007

Different Priorities = Different Foci

Turnaround Focus



- **Improving literacy, math and discipline**
- **Achieving “quick wins” to boost confidence**
- **Cultivating teacher teams**

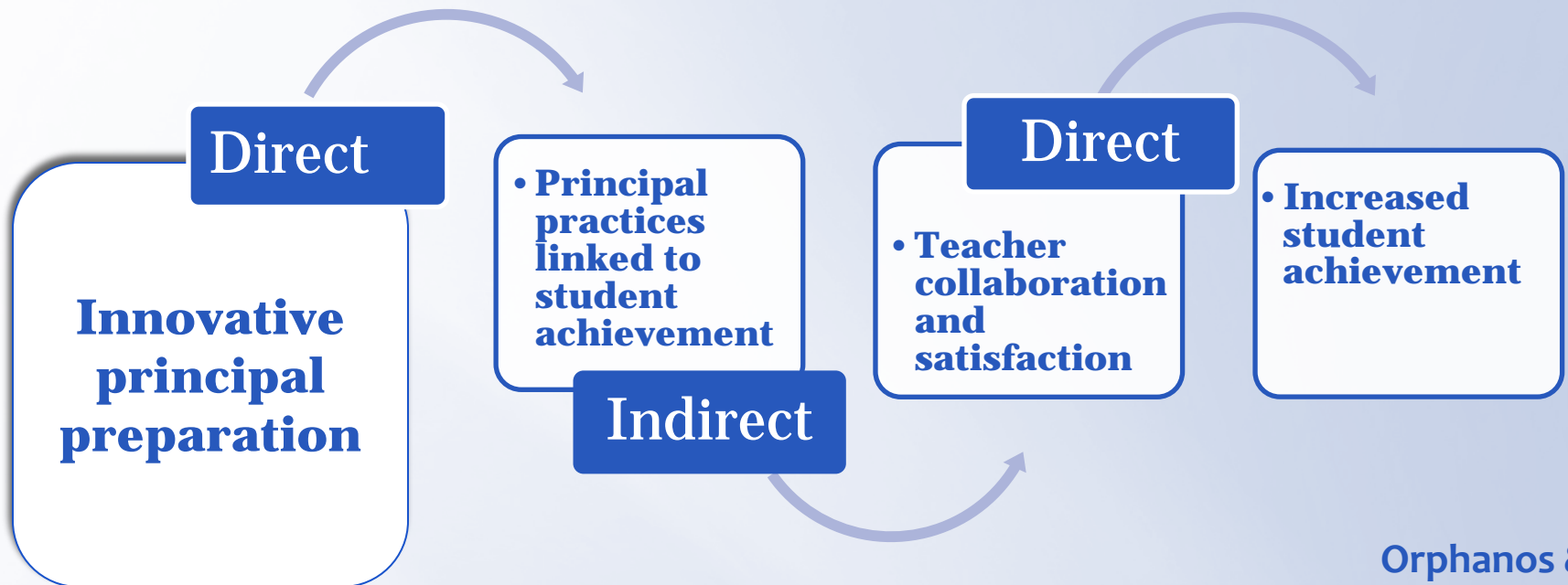
Transformation Focus



- **Sustaining improvements by strengthening curriculum beyond literacy and math**
- **Developing a continuum of interventions**
- **Re-culturing the school**

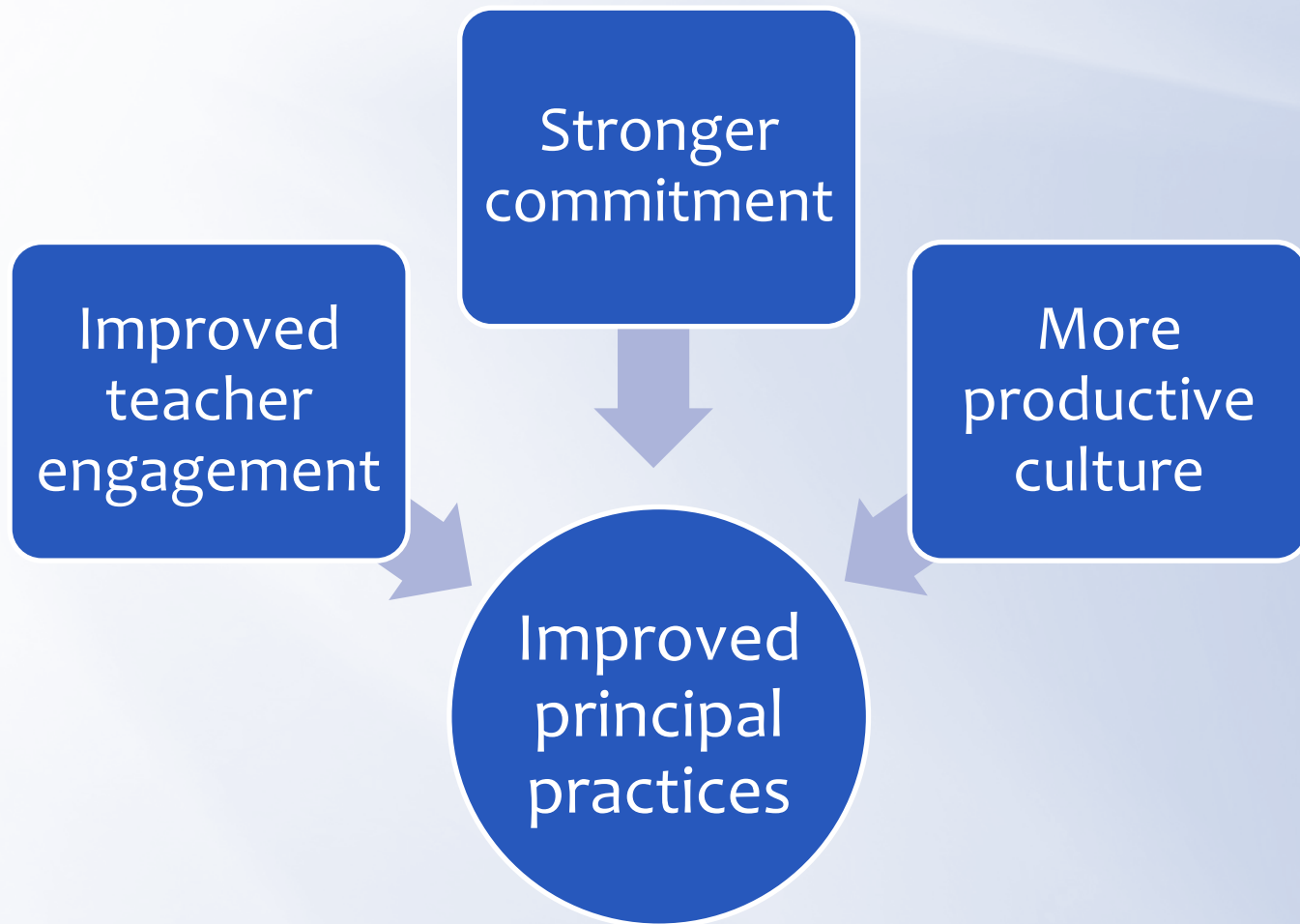
Research Finding

Innovative leadership preparation exerts a statistically significant direct effect on principal practices and a significant indirect effect on teacher collaboration and satisfaction.



Orphanos &
Orr, 2013

Indirect Effects of Innovative Leadership Preparation



Innovative Program Features

- Theory of school improvement leadership
- Standards-based content, instruction and assessments
- Recruitment and selection of candidates with leadership potential
- Coherent curriculum focusing on instructional leadership and school improvement
- Adult learning theory, development learning principles or active learning strategies
- Quality internships and other field-based experiences that provide intensive leadership development
- Assessments for candidate and program continuous improvement
- Knowledgeable faculty with relevant field-based experiences
- Collaborations or partnerships with local districts in program development and delivery

SREB Turnaround Leadership Program Foundation

Theory of Action for Leading Turnaround



Research-based Turnaround Skill Sets



Design Principles + Adult Learning Theory




Outcomes


- More Effective Schools
- Increased Student Achievement
- More Students Ready

SREB Leadership Vision and Goals

Vision: All students attend schools in which the leadership team ensures they are provided a rigorous, standards-based program of curriculum and instruction that readies them for success in college and/or advanced career preparation.



Goal 1. To increase the number of aspiring principals equipped with the special skill sets and certification necessary to become highly effective principals in schools with high concentrations of high-need students by implementing an enhanced TLP



Goal 2. To enhance districts' capacity to build and sustain a pipeline that produces a sufficient supply of highly-effective principals to lead improvement of the learning environment and student achievement in schools with high concentrations of high-need students.

FTLP Logic Model

Inputs	Throughputs and Activities	Outputs	Outcomes
<ul style="list-style-type: none"> → Knowledge base on school turnaround → Collaborative partnerships with 5 Florida school districts, University of North Florida and FDOE → SREB's Preparing Aspiring Principals model → Race to the Top funding → Dedicated project staff 	<ul style="list-style-type: none"> → Design Team for ongoing planning and oversight → Support a district-based participant selection → Identify research-and standards-based skills sets, authentic assignments and rubrics → Develop and deliver 10 seminars, 5 online modules, CTE series via Acquisition-Application-Feedback model → Select, train, supervise and support mentor principals and coaches → Provide field-based experiences <ul style="list-style-type: none"> - practicum/case study school assignments - 6-mos. internship → Convene district contact meetings → Develop and manage participant performance tracking system → Conduct evaluations of program quality, implementation and results 	<ul style="list-style-type: none"> → On-time, on-budget delivery of a coherent, principle-based program → At least 80 percent of participants satisfied with program content, learning activities and support → At least 80 percent of participants completing the program and judged ready to lead a low-performing school → Increased pool of aspiring principals to lead turnaround in low-performing schools → District staffs with increased capacity to plan and deliver principal preparation programs and support principals of low-performing schools → Mentor principals and coaches providing effective support to aspiring principals → Lessons learned to guide district leadership preparation programs and succession planning 	<ul style="list-style-type: none"> → Higher student performance – increased percentage meeting college- and career-readiness standards, increased graduation rates, increased college completion and workforce success → Tested, replicable turnaround leader development model → Local cadres of expert mentor principals and coaches to support district leadership initiatives → District leadership pipelines producing a sufficient supply of highly-effective principals and assistant principals for low-performing schools → Effective turnaround initiatives in every low-performing school, producing measurable gains in closing the achievement gap

Theory of Action Leading Turnaround

Awareness of
problems and
obstacles

Understanding
why problems
exist

Planning to
provide focus
and direction

Competence to
lead staff in
addressing
problems

Conviction that
the problems
can and must be
resolved

Turnaround Skill Sets (knowledge, skills, dispositions)

SREB

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**
5. **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 programs)**
9. **Leading Initiatives to Improve students' success in mathematics**
10. **Sustaining turnaround, moving into transformation**

Design Principles

- **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**

TLP Professional Learning Strategies

Two-day seminars addressing 10 Skill Sets, with follow-up field assignments

Five online modules with embedded field activities

Nine comprehensive field-based assignments

Focused classroom walkthroughs, with reflection and feedback practice

Mentoring throughout the program by trained mentor principals

Case study school for year-long practicum experiences

Six-month fulltime internship supported by mentor and coach

End -of -Internship and End-of-Program readiness assessments

Portfolio

A Closer Look at the Practicum

Analyzing the Context of Low-Performing 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 Student-centered 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

Evaluative Measures

- Evaluations after each seminar
- Annual satisfaction surveys
- Promotion rates
- 5 Dimensions of Instructional Leadership (University of Washington. Purpose; Student Engagement; Curriculum & Pedagogy; Assessment for Student Learning; Classroom Environment & Culture)
- District satisfaction

Seminar Evaluations

Table 1: On a scale of 1-6, with 6 being excellent and 1 being poor, how would you rate this seminar compared with previous professional development experiences you have had.

	Content	Delivery	Relevance	Activities
Seminar 1	5.71	5.67	5.29	5.23
Seminar 2	5.68	5.51	5.72	5.35
Seminar 3	5.51	5.36	5.56	5.18
Seminar 4	5.63	5.56	5.67	5.27
Seminar 5	5.68	5.77	5.77	5.70
Seminar 6	5.29	5.13	5.46	5.13
Seminar 7	4.77	4.72	4.92	4.63
Seminar 8	5.38	4.84	5.29	4.73
Seminar 9	5.46	5.42	5.48	5.36
Seminar 9a	5.78	5.46	5.71	5.21

Participant Satisfaction

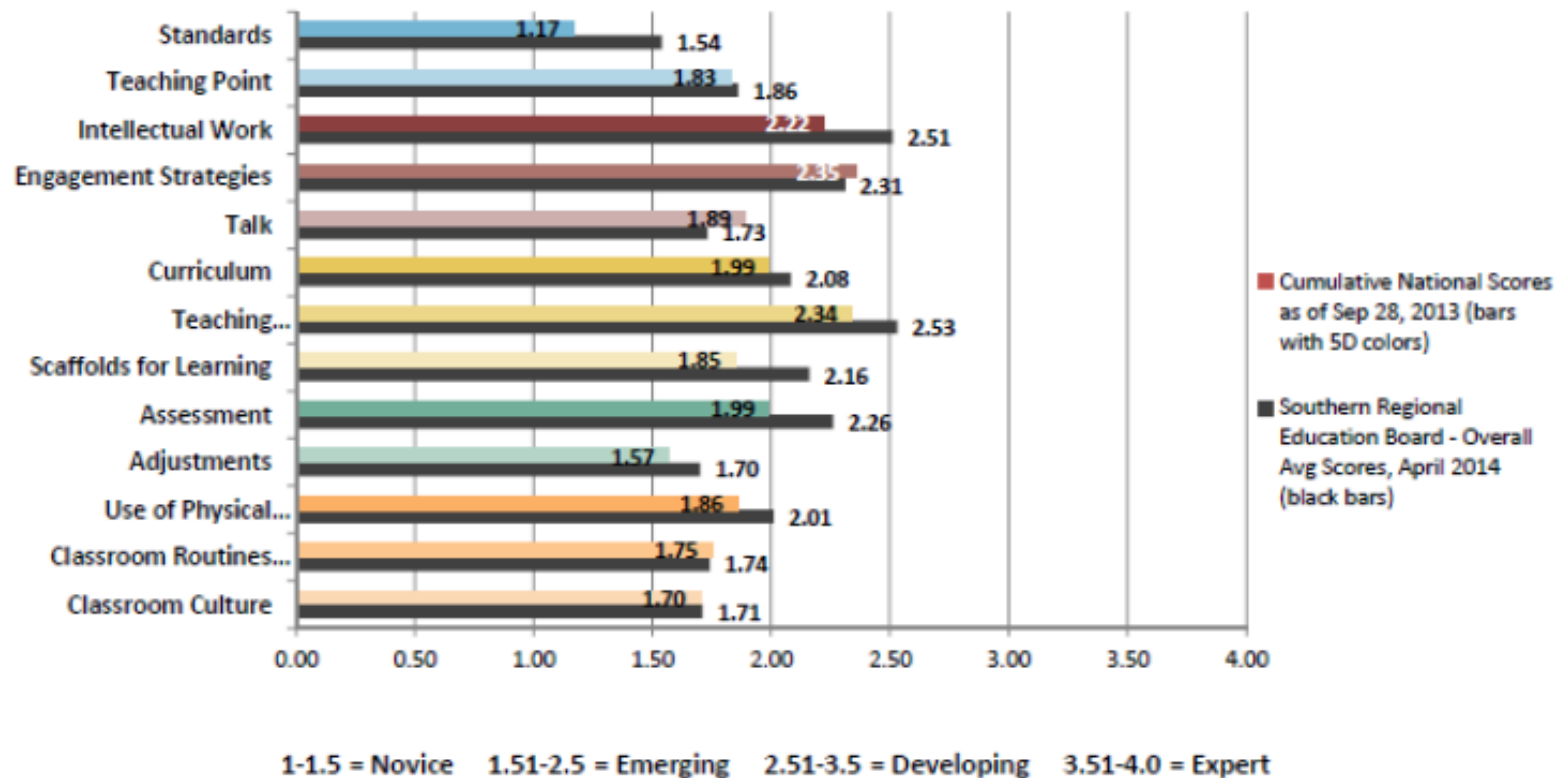
Question	5 or 6 (out of 6)
Prepared me to be a successful turnaround leader	92%
Made me a better instructional leader	93%
Demanding program	97%
High quality program	96%
Readiness Self-Assessment	2014 (end of program)
Ready now to lead a turnaround school as principal	67%
Ready in one year	83%

Promotion Rates

- 110 began program – 90 district; 20 charter
- 82 completed
- 19 promoted to principal
- 34 promoted to assistant principal
- 3 promoted to district executive director positions
- 3 received other district promotions
- 3 received other school promotions

5D Outcomes

Figure 6: Comparison of FTLP 5D Post-Assessment Results Across Subdimensions With National Sample



Lessons Learned

- The priorities of all partners must be considered when decisions are made.
- Districts are more invested in program implementation, outcomes and participants when they have control of the selection process.
- Case study school principals need a thorough orientation to the program and expectations for participants' work in their schools.
- Team-based assignments are important, but strategies must be used to assure all team members contribute to and take ownership of the work.
- Principals are reluctant to release aspiring principals for practicum and internship experiences, even when funds are provided for substitutes or temporary replacements.
- Having participants promoted during the program can compromise their opportunity for a true internship.
- Providing support and monitoring the work of mentor principals and coaches is essential to assuring participants have quality learning experiences.