

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?

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 low-performing school that:

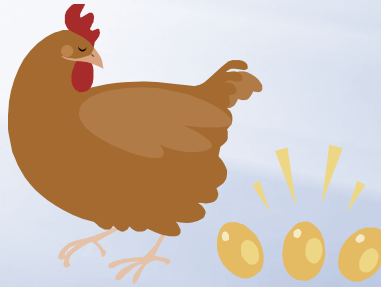
- a) produces significant gains in achievement within two years; and
- b) readies the school for the longer process of transformation into a high-performance organization.”

Mass Insight Education, 2007

Transformation

“Transformation” is a 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.

Which Comes First?



1. Turnaround comes first

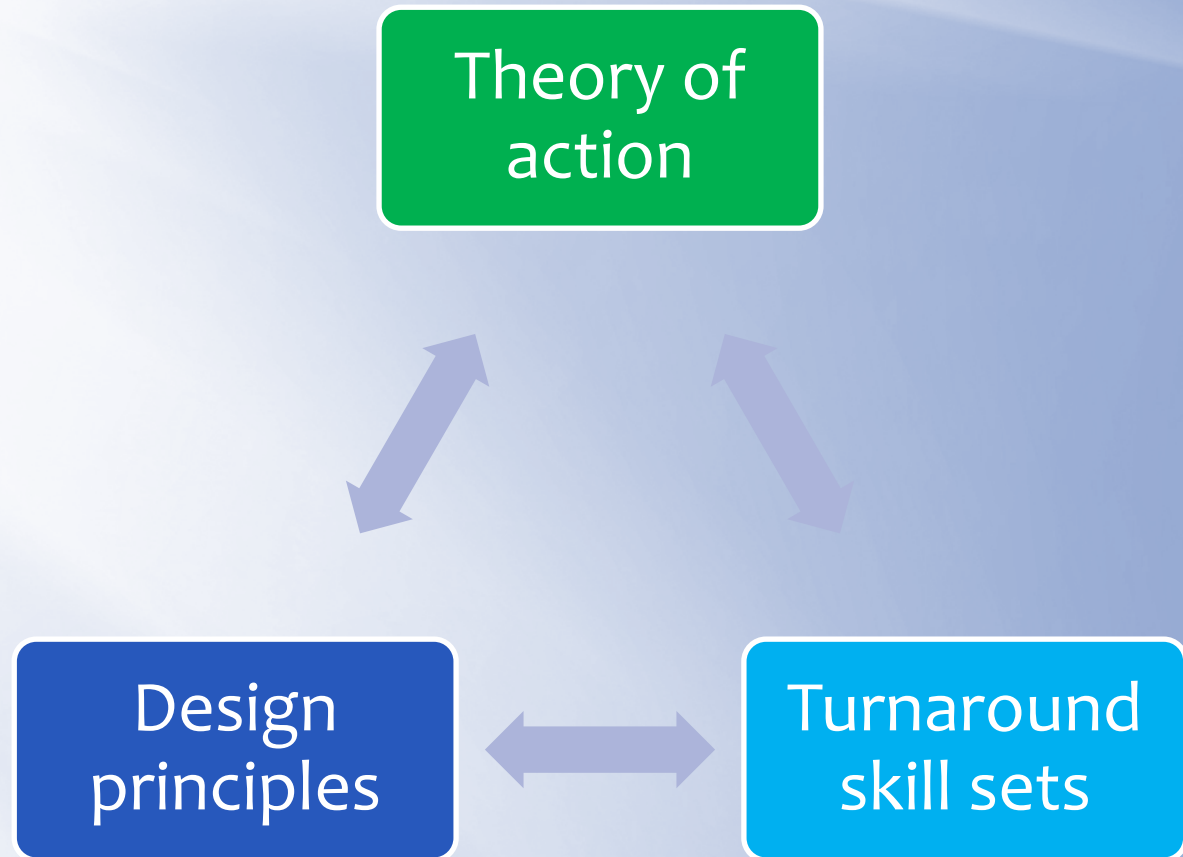
- examining data to find root causes
- developing a culture of high-expectation
- providing a standards-based curriculum in literacy and math
- giving students rigorous assignments
- using classroom assessment for learning
- implementing Rtl ...

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

SREB



Theory of Action for Leading Turnaround

- 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

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 – Rtl, ESE, ESOL)
9. Leading Initiatives to Improve Students' Success in Mathematics
10. Sustaining turnaround and moving into transformation

Professional Learning Strategies

SREB

- 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

- 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
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

Essential Elements of Turnaround Program Implementation

SREB

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

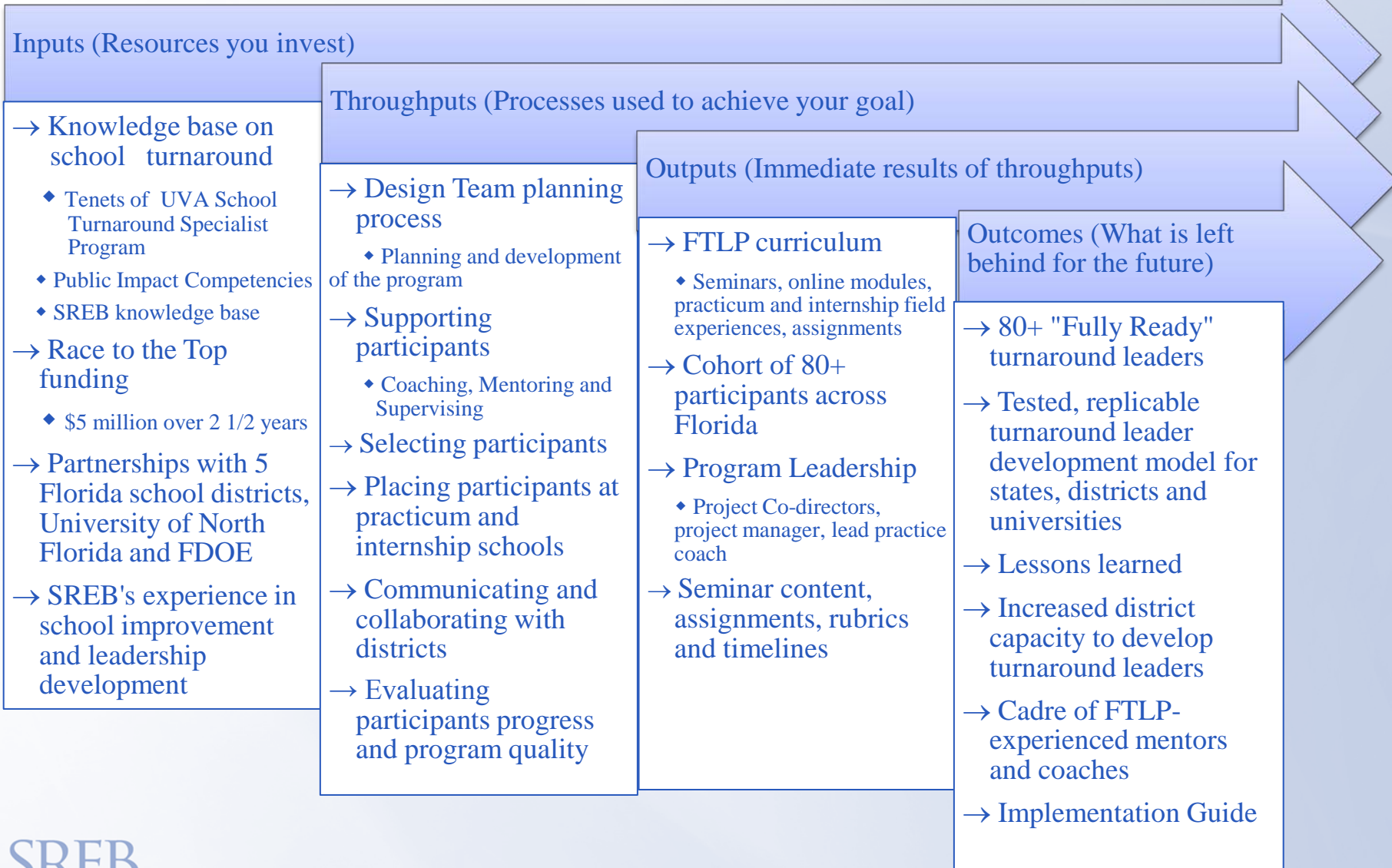
Trainers who
model the role

Performance
tracking and
reporting process

Program
evaluation plan

Dedicated
resources

FTLP Logic Model



Phases of Implementation

