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UNIVERSITY *of* VIRGINIA
**Partnership for
Leaders in Education**
*Darden School of Business
Curry School of Education*

Coaching and Developing Turnaround Leader Actions

■ **Handouts**

OCTOBER 2016

PROFESSIONAL LEARNING MODULE

Turnaround Leader Competencies

DRIVING FOR RESULTS – plans all actions of leader and teachers to achieve rapid, dramatic gains

Achievement / Focus on Sustainable Results*
- *The drive and actions to set challenging goals and reach a high standard of performance despite barriers.*
- *Taking responsibility to improve outcomes and implement initiatives to accomplish sustainable results.*

Monitoring & Directiveness / Holding People Accountable*
- *The ability to set clear expectations and to hold others accountable for performance.*
- *Mindful of school performance needs and holds adults accountable for high standards.*

Initiative and Persistence
- *The drive and actions to do more than is expected or required in order to accomplish a challenging task.*
- *Includes both stepping up to do more personally and enlisting others to do more when goals feel most at risk.*

Planning Ahead
- *A bias toward planning in order to derive future benefits or to avoid future problems.*
- *Includes making a plan in advance and with detail, so that others know exactly what to do differently.*

INFLUENCING FOR RESULTS – influences others to contribute to rapid, dramatic gains

Impact and Influence
- *Acting with purpose of affecting the perceptions, thinking, and actions of others*

Team Leadership / Engaging the Team*
- *Assuming authoritative leadership of a group for the benefit of the organization.*
- *Working with a group to leverage their input, develop actionable goals, and implement change in a school.*

Developing Others
- *Influence with the specific intent to increase the short and long-term effectiveness of another person.*
- *Includes developing team directly and ensuring that team leaders rapidly develop teachers they lead.*

PROBLEM SOLVING – uses data to plan and solve problems

Conceptual Thinking
- *The ability to see patterns and links among seemingly unrelated issues or ideas.*

Analytical Thinking
- *The ability to break things down in a logical way and to recognize cause and effect.*

PERSONAL EFFECTIVENESS – uses other personal beliefs and behaviors that follow to achieve results

Self-Confidence / Commitment to Student Achievement*
- *A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.*

Belief in Learning Potential**
- *Belief that all students can learn at levels higher than their current achievement indicates.*

Sources:
Public Impact. (2008). School Turnaround Leaders: Competencies for Success. The Chicago Public Education Fund.
   Competencies derived from *Competence at Work*, Spencer and Spencer (1993).
Zhu, G., Hitt, D. H., & Woodruff, D. (forthcoming). *Principal competencies that make a difference: Identifying a model for leaders of school turnaround.* **University of Virginia's Darden/Curry Partnership for Leaders in Education.**

Notes:
*The second competency name is the University of Virginia name, and the first is the Public Impact version (links to selection tools).
**From *Public Impact School Turnaround Teachers: Competencies for Success* (2008).

Examples of Turnaround Principal Actions

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.
Example: 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.

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.
Example: 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.

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.
Example: 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.

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.
Example: 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.

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.
Example: 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.

TEACHERS & 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.
Example: 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.

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.
Example: 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.

Cooper, Cornier, 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: West Ed.

Turnaround Leader Action Assessment Simulation

Interview With Principal Rosario

1. **Think back to the beginning of your turnaround effort. How did you identify the first things you would tackle?**

   In reviewing all the data for the school, we had low student achievement overall, but especially in math. Most of our students were also reading below grade level. Attendance was a major issue, with both students and teachers. For instructional staff, we had a few high-flying teachers, but we needed to hire a stronger instructional staff, so hiring became a priority. The current teachers were not using data to drive their instruction; that contributed to the low student achievement, so they needed additional professional development. Overall, the school culture was one of complacency, and we needed to make it one where the students and teachers believed that everyone could achieve. Through parent and student surveys, we learned that our community was one where the parents and community leaders had negative feelings about the school system, so community engagement was also important.

2. **When did you start to see success in these areas?**

   Teacher attendance improved immediately. We hired some new instructional staff who took on leadership roles in the building, and some teachers chose to leave. We had meetings before school to discuss a new approach to professional practice, including a discussion on the importance of teacher attendance. Having the teachers in the building working every day helps drive our day-to-day goals. Student attendance took a bit more time. We had to have some community meetings with parents and implemented parent advocacy programs to empower parents and communicate the importance of getting kids to school. But with teacher attendance improving, we knew we would eventually see an increase in student attendance.

3. **Describe an early win you achieved that was beneficial to your longer term work.**

   We also saw some positive results from our midyear math assessment data in the first year. Results were significantly stronger in math than in reading. We added in planning time each day for teachers to collaborate on lesson plans, discuss student data, and improve instructional practice. This allowed teachers to help each other and work together for common goals.

   We really needed to start seeing some reading results, too, so we started a reading initiative to focus on vocabulary and phonics, where teachers would focus on vocabulary every day and spend a portion of a class period three times a week focusing on phonics for the lowest level readers. I e-mailed staff to introduce the new initiative and provide examples of ways to incorporate this aspect of reading instruction in their classes. We saw reading results go up at the next quarterly interim, which increased buy-in to the initiative.

4. **Did you take any actions to capitalize on momentum from this win or other early wins?**

   Since math was showing improvement, we continued to focus on the end-of-the-year proficiency. In the second year, we turned to literacy and implemented a new literacy program. We used a similar approach to monitoring literacy achievement that we had used for math.

   Through improvements in teacher attendance, instructional practice, and using data-driven instruction, we were able to improve the school culture. We continued to focus on making the school a place where all kids could learn and where teachers could be successful.

Turnaround Leader Action Assessment Simulation

Interview With Ms. Roberts (Teacher)

1. **Describe an example of how the principal focused on a few early wins, including how the principal used these wins to motivate staff or quiet naysayers.**

    When she arrived, Dr. Rosario presented a plan to us that was based on data around student attendance, teacher attendance, discipline, student achievement, community engagement—pretty much everything that was happening in the building. She had set goals to improve in these areas within the first year.

    We started by focusing on improving math instruction because it was more concrete and would be easier to make gains. We had data team meetings where a teacher leader worked with us to identify student learning needs, and we discussed lesson plans and instructional strategies.

    She also implemented a new system for collecting data on student discipline and discipline referrals and analyzing it for trends and timing. We discuss the data at our biweekly faculty meetings.

    We also needed to improve our data-driven instruction, so she implemented some professional development around that; it was helpful.

    In January, the literacy coach told me she was going to go to various classrooms and pull out students for guided reading small groups. However, the coach came only once to pull students, and I never heard anything about it again. Maybe she focused on other classrooms?

2. **Describe an example of how the principal focused time and resources on the most effective tactic and/or an example of how the principal raised the bar when goals were met.**

    She implemented the math program and used data to track our progress, and she wanted teachers to have collaborative time. We were able to do it most of the time, but sometimes the collaboration time became meetings to discuss things like student discipline issues.

    As the teacher attendance improved, she kept pushing us to increase it; we had about a 90% attendance rate within 6 months or so.

    We saw some early results on math formative assessments, so she kept increasing the goals, with the end goal of increasing the overall proficiency by about 20%.

3. **Describe an example of how the principal used data to drive decisions, noting how the data was collected and shared and who was engaged.**

    Data is an integral part of our school improvement plan; it drives all of the decision making. All teachers had to learn how to use data to drive instructional practices in our data teams, and Dr. Rosario shares data with the whole staff monthly, tracking progress toward our school goals. She also shares our progress monthly with the school accountability committee and publishes it in the student and family bulletin.

Turnaround Leader Action External Review

Principal:	School:
External Reviewer:	Date:

1. **Definitions of the scale items:**

   No evidence of this action: Leader takes actions contrary to this action trend or does not use it at all.

   Limited evidence of this action: Leader has taken actions within this action trend only in small or limited ways.

   Moderate evidence of this action: Leader has taken actions within this action trend, but not completely or not always when needed.

   Strong evidence of this action: Leader has taken actions within this action trend fully and consistently, nearly always, when needed.

   Insufficient Data: Please check and explain the deficiency in the space provided.

Leader Actions:

Insert the specific leader actions you will be measuring.

1. Vision					
Assessment of Leader Action:	**No Evidence**	**Limited Evidence**	**Moderate Evidence**	**Strong Evidence**	**Insufficient Data**
	☐	☐	☐	☐	☐
Evidence of Leader Action:					

2. Goals					
Assessment of Leader Action:	**No Evidence**	**Limited Evidence**	**Moderate Evidence**	**Strong Evidence**	**Insufficient Data**
	☐	☐	☐	☐	☐
Evidence of Leader Action:					

Activity 4: GROW Graphic Organizer

Component	Definition	Notes
GOAL	Identify the specific and measurable change that the leader wants to make.	
REALITY	Assess the current reality to determine the gap between current performance and the goal.	
OPTIONS	Brainstorm possible strategies for reaching the goal.	
WAY FORWARD	Commit to specific actions for improvement and plan for follow-up to assess progress.	

Turnaround Leadership Development Plan

Goals

Turnaround Leadership Development Plan

School	Coach	Principal	District Support
Mason Grove ES	Tanya Smith	Principal Rosario	Jerry Albert

Leadership Goals				
Annual Goal	**First Quarter Goal**	**Second Quarter Goal**	**Third Quarter Goal**	**Fourth Quarter Goal**
By the end of the 2016-17 school year, Principal Rosario will achieve a rating of 4.0 (Strong Evidence) on the following Turnaround Leader Actions: Vision and Change Leadership.	Principal Rosario will communicate the school vision to 100% of staff and parents, verbally and in writing.	Principal Rosario will communicate clear expectations to teachers on the literacy initiative and follow up consistently with observations and feedback for 80% of teachers each month.	Parents, students, and teachers are able to articulate the vision and rate Principal Rosario's communication 85% positive responses on surveys.	Principal Rosario will communicate student progress in literacy to 100% of teachers, students, and parents and related adjustments to the literacy plan for the next year.

Type of Action	Turnaround Leader Actions	Timeline	School Improvement Strategy	Competencies	Coaching Activities
Vision	Principal Rosario will communicate the vision through a weekly email update to parents and to staff that begins by stating the school vision and makes connections between the vision and the work of the	First newsletter will be sent on the first day of school and each Friday from that point forward.	Strategy #1: Communicate and implement a new school-wide literacy program.	Impact & Influence, Self-Confidence / Commitment to Student Learning	- Work with Principal Rosario to develop a plan for communicating the vision and ensuring teacher and parent understanding
Change Leadership	Principal Rosario will work with teachers to develop an implementation checklist for the new literacy program and will use the checklist in teacher observation and feedback.	Checklist will be developed by the end of September and will be in use in October.	Strategy #1: Communicate and implement a new school-wide literacy program.	Impact & Influence, Developing Others, Monitoring & Directiveness	-Ride along on observation and feedback meetings and provide feedback to principal on leader actions

Targets

Turnaround Leadership Development Plan

School	Coach	Principal	District Support
Mason Grove ES	Tanya Smith	Principal Rosario	Jerry Albert

Leadership Goals					Progress on Goals
Annual Goal	First Quarter Goal	Second Quarter Goal	Third Quarter Goal	Fourth Quarter Goal	
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Action Type	Turnaround Leader Actions	Implementation Targets Teacher / Adult Behaviors		Impact Targets Student Outcomes		Next Steps
		Planned	Actual	Planned	Actual	
Change Leadership	Principal Rosario will work with teachers to develop an implementation checklist for the new literacy program and will use the checklist in teacher observation and feedback.	100% of the teachers will be observed implementing new literacy program, based on checklist	Sept = 50%	80% of students will reach reading targets in weekly reading assessments	Sept = 23%	Instructional leaders will conduct an observation and provide feedback to every teacher, on the literacy checklist, in next 2 weeks
			Oct = 72%		Oct = 62%	Literacy coach will meet with 2nd and 3rd grade teachers to model strategy and plan lessons.
			Nov = 86%		Nov = 73%	Literacy coach will conduct additional cycle of observation and feedback with 2nd & 3rd grades
			Dec = 100%		Dec = 81%	Instructional leaders will continue observations and feedback, teachers will conduct peer observations using checklist

Turnaround Leadership Development Plan Templates

Goals

Turnaround Leadership Development Plan

School	Coach	Principal	District Support

Leadership Goals				
Annual Goal	First Quarter Goal	Second Quarter Goal	Third Quarter Goal	Fourth Quarter Goal

Type of Action	Turnaround Leader Actions	Timeline	School Improvement Strategy	Competencies	Coaching Activities

Targets

Turnaround Leadership Development Plan

School	Coach	Principal	District Support

Leadership Goals					Progress on Goals
Annual Goal	First Quarter Goal	Second Quarter Goal	Third Quarter Goal	Fourth Quarter Goal	
					1st Quarter = 2nd Quarter = 3rd Quarter = 4th Quarter = End of Year =

Action Type	Turnaround Leader Actions	Implementation Targets Teacher / Adult Behaviors		Impact Targets Student Outcomes		Next Steps
		Planned	Actual	Planned	Actual	
			Sept = Oct = Nov = Dec = Jan = Feb = Mar = Apr = May =		Sept = Oct = Nov = Dec = Jan = Feb = Mar = Apr = May =	

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