

Coaching and Developing Turnaround Leader Actions

Professional Learning Module

Introductions, Agenda, and Outcomes

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

Introductions

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

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

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.

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.

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.

Connecting Turnaround Leader Actions and Competencies

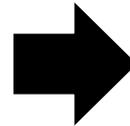
Turnaround Logic Model

| Conditions | School-Based Practices | Leading Indicators | Academic Achievement Outcomes |
|--|---|--|---|
| <ul style="list-style-type: none"> • Great leader/competencies • Great teachers/competencies • Autonomy: people, time, money, programs • Funding • Support from state, district, and external providers | <ul style="list-style-type: none"> • Leader actions • Turnaround planning • Instructional practices • Staffing • Scheduling • School culture and climate • Family and community engagement • Performance management | <p>Adult Behaviors</p> <ul style="list-style-type: none"> • ↑ Teacher retention • ↑ Teacher attendance • ↑ Teacher effectiveness • ↑ Leader effectiveness • ↑ Satisfaction <p>Student Behaviors</p> <ul style="list-style-type: none"> • ↑ Student retention • ↑ Student attendance • ↑ Graduation • ↑ Advanced courses • ↑ Satisfaction • ↑ Enrollment • ↓ Discipline incidents | <p>Short-Term Outcomes</p> <ul style="list-style-type: none"> • Midyear/interim achievement <p>Intermediate Outcomes</p> <ul style="list-style-type: none"> • Achievement and growth on annual state assessments • College and career readiness <p>Long-Term Outcomes</p> <ul style="list-style-type: none"> • College and career success |

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

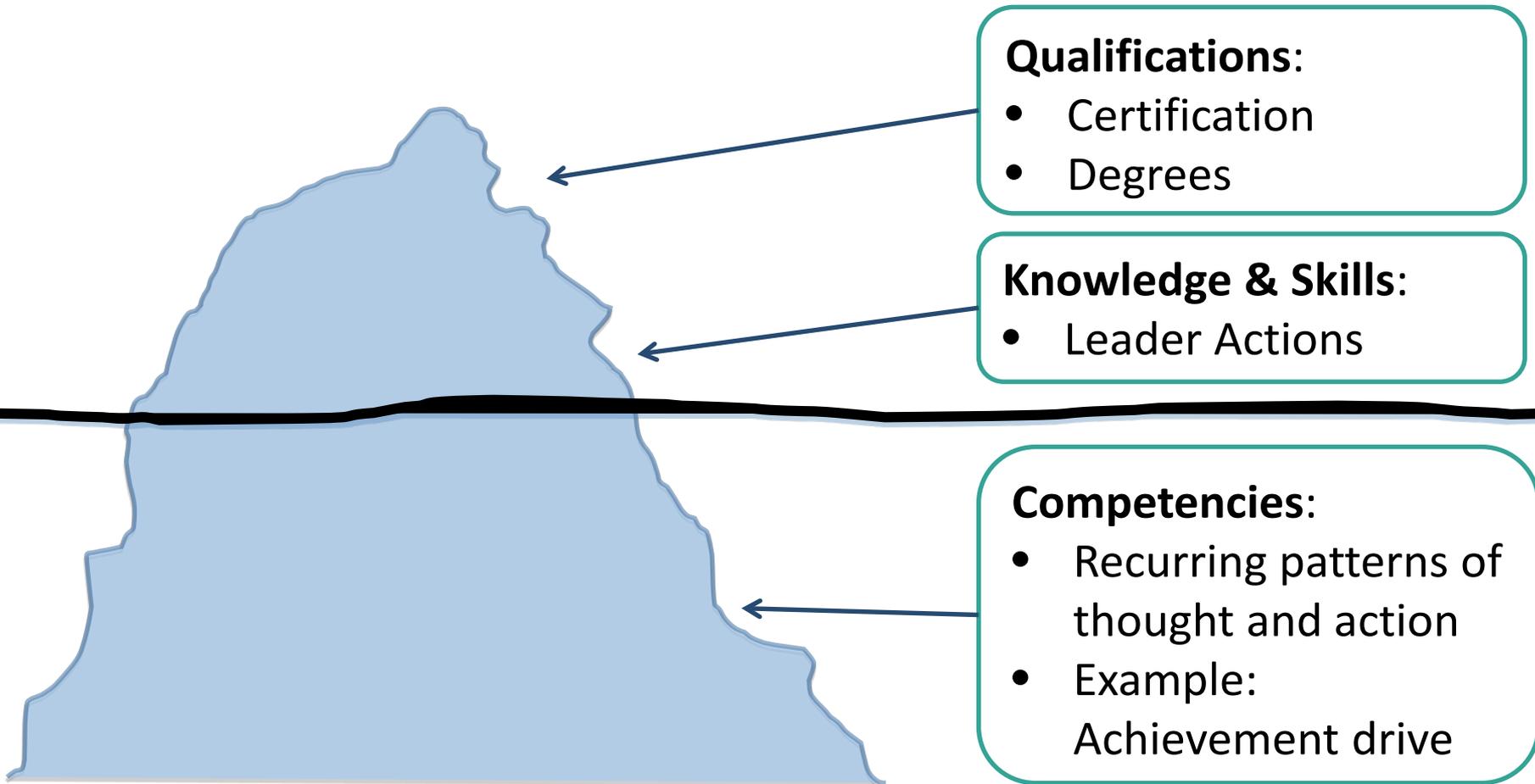
THEN student achievement, graduation rates, and college and career success will improve.

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; Steiner & Hassel, 2011)

The Iceberg Model



Adapted from "The Iceberg Model" in Spencer & Spencer, *Competence at Work*, p. 11.

Turn and Talk

Think about a strong turnaround leader and tell your partner about this person: **What makes him or her a strong leader?**

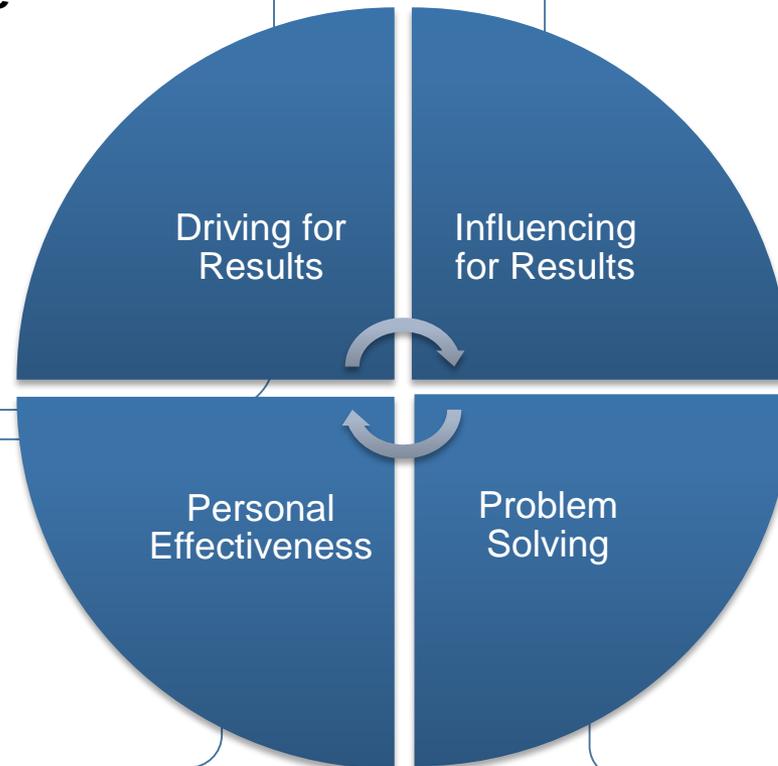
Turnaround Leader Competencies

- **Achievement / Focus on Sustainable Results**

- Monitoring & Directiveness / Holding People Accountable
- Initiative & Persistence
- Planning Ahead

- **Impact and Influence**

- Team Leadership / Engaging the Team
- Developing Others



- Self-Confidence / Commitment to Student Learning
- Belief in Learning Potential

- Analytical Thinking
- Conceptual Thinking

(Kowal & Hassel, 2005; Spencer & Spencer, 1993; Zhu, Hitt, & Woodruff, 2015)

Competencies Lead to Actions

“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.”

(Steiner & Hassel, 2011, p. 5)

Activity 1: Connect Competencies and Actions

With a partner:

- 1) Brainstorm and choose one action that a strong turnaround leader takes.
- 2) Look at the list of competencies in your handouts and discuss which competency or competencies a leader would have to exhibit in order to consistently perform that action.

Turnaround Leadership in Action



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

Activity 2: Describe Turnaround Leader Actions



■ 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.

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

Assessing Leader Actions

Tools for Assessment of Leader Actions

Behavioral Event Interview

Measures candidates' strengths on the competencies as they describe past professional events in rich detail.

Self-Assessment

Allows a school leader to reflect on his or her practice and evaluate performance on leader actions and competencies.

Turnaround Leader 360 Assessment

Provides developmental feedback from supervisors, leadership team members, and staff on leader actions.

External Review

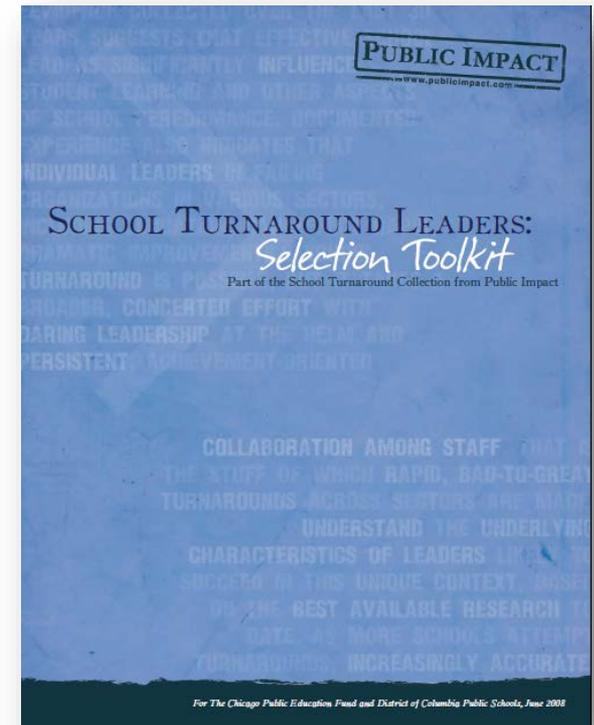
Uses staff, teacher, and leadership team interviews to evaluate school leaders on each of leader actions.

Leader Performance Evaluation

Outlines the standards, behaviors, and competencies of school leaders.

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.



Leader Actions Self-Assessment

Turnaround Leader Self-Assessment

Turnaround Leader Competencies

Which of the turnaround leader competencies are your strengths? How might you leverage those strengths?

Which of the turnaround leader competencies are your biggest areas of growth? How might you develop in those competencies?

Turnaround Leader Actions

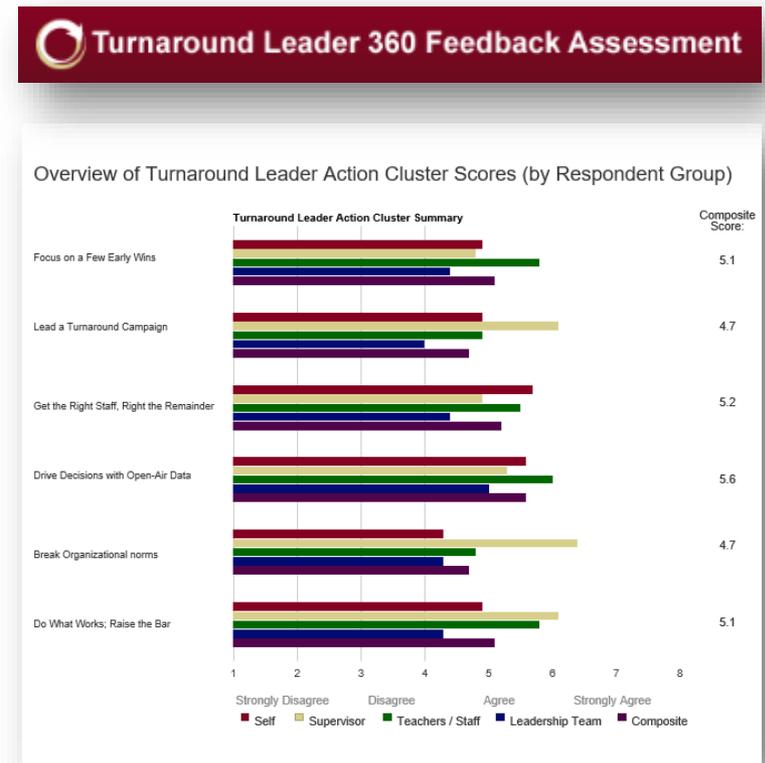
Of the turnaround leader actions you currently take, which are having the greatest impact on student achievement? How might you leverage those strengths?

Which turnaround leader actions are your biggest areas of growth? How might you develop in those actions?

- 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.

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.



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.

| Turnaround Leader Action External Review | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Principal: | | | School: | | |
| External Reviewer: | | | Date: | | |
| <p>Definitions of the scale items:</p> <ol style="list-style-type: none"> 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 done this 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. | | | | | |
| <p>Leader Actions: <i>Insert the specific leader actions you will be measuring.</i></p> | | | | | |
| 1. [Insert Leader Action] | | | | | |
| Assessment of Leader Action: | No Evidence | Limited Evidence | Moderate Evidence | Strong Evidence | Insufficient Data |
| | <input type="checkbox"/> |
| Evidence of Leader Action: | | | | | |
| 2. [Insert Leader Action] | | | | | |

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.

| Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions. | | | |
|--|--|--|---|
| <p>Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.</p> | | | |
| <p>Rating Rubric</p> | | | |
| <p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p> <p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p> | <p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p> <p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p> <p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g., evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p> | <p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p> <p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p> |
| <p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analysis. • Other leadership evidence of proficiency on this indicator. | | <p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analysis. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator. | |
| <p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> | | | |

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?

Coaching Turnaround Leaders

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)

“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)

Coaching Skills

Listen and paraphrase

- Be present, listen for the essence, set aside judgment
- Acknowledge, clarify, summarize

Ask powerful questions

- Ask questions that are open-ended, nonjudgmental, personal, and forward moving

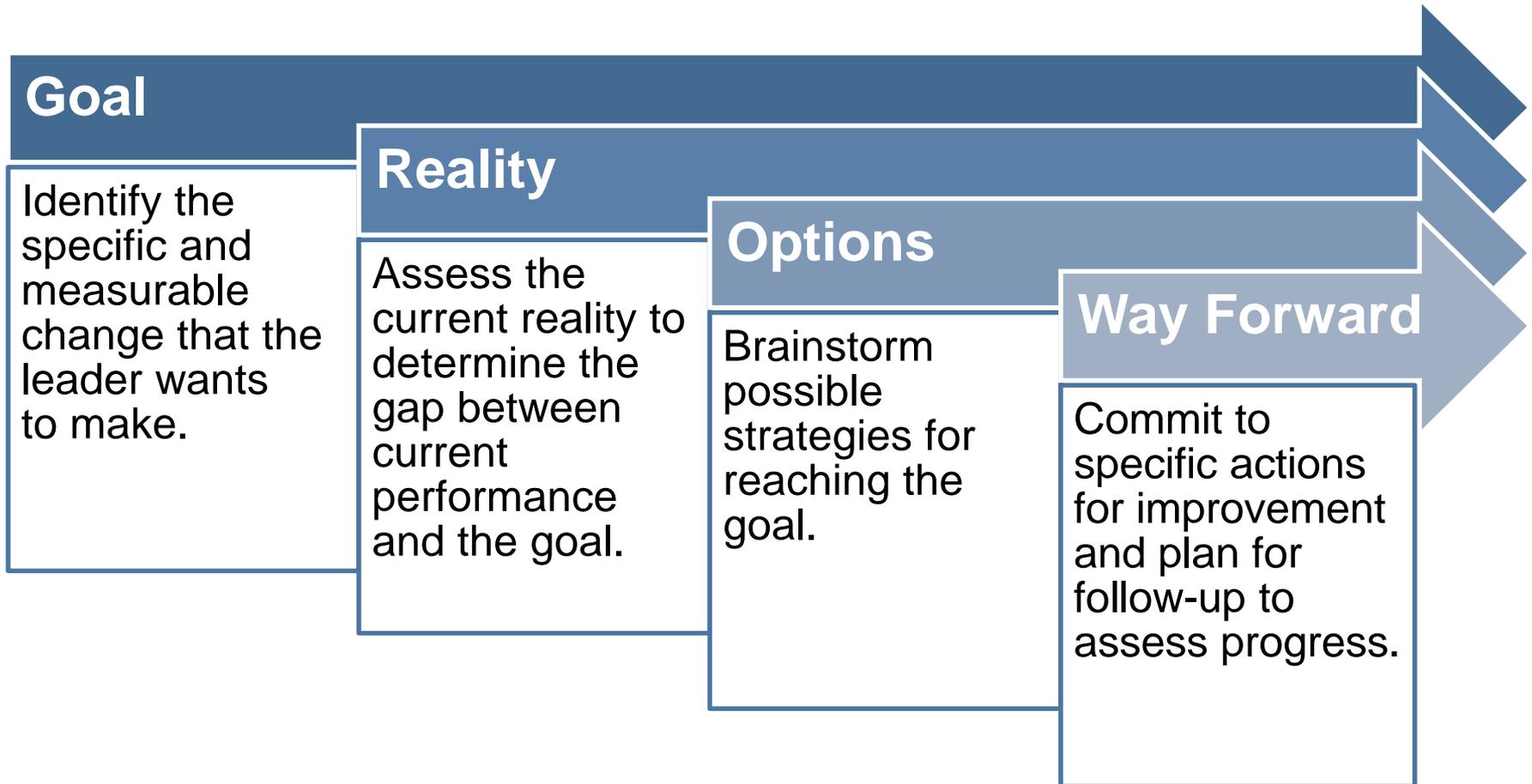
Provide feedback

- Ask permission, ground in data, keep bite-sized, align with goals and action/competency development

Hold the leader accountable

- E-mail summary of actions, give an exercise to provide practice time, begin session with reflection

GROW Coaching Cycle



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

Coaching Exercises



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.

Creating a Leadership Development Plan

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

Leader Goals

Strategies:

- Coaching Actions
- Coaching Activities

Leader Actions

Coaching Timeline

Tracking Progress

Leader Actions

Implementation Targets:

- Teacher/Adult Behaviors
- Expected due to Leader Actions

Impact Targets: Student Outcomes

Progress Monitoring Routines

Sample Development Plan

5. Leadership Dev Plan and Progress Monitoring_9-15_16 - Excel

Kendall King

File Home Insert Draw Page Layout Formulas Data Review View Tell me what you want to do

Clipboard Font Alignment Number Styles Cells Editing

| 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 week. | 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 |

Goals Targets

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?

Closing and Next Steps

Wrap-Up: Reflection

3-2-1

3 Ideas

2 Questions

1 Action

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/new-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

Resources, continued

3. Turnaround Leader 360 Feedback Assessment

- ESC 13 and Public Impact. (2016). *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.fldoe.org/core/fileparse.php/7503/urlt/0071810-fslest.pdf>

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- 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>

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- Lutterloh, C., Cornier, 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
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- Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons.

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- 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.

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/>

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