RECRUIT, SELECT, AND SUPPORT
Turnaround Leader Competencies

PART 3: Developing and Supporting Turnaround Leaders

■ **Facilitator's Guide**

JANUARY 2016

PROFESSIONAL LEARNING MODULE

Recruit, Select, and Support: Turnaround Leader Competencies

Part 3: Developing and Supporting Turnaround Leaders

Facilitator's Guide

January 2016

Partnership and Authorship

The *Recruit, Select, and Support: Turnaround Leader Competencies* Professional Learning Module was developed through a partnership among four organizations: Center on Great Teachers and Leaders at American Institutes for Research (AIR), Center on School Turnaround at WestEd, Public Impact, and University of Virginia (UVA) Darden/Curry Partnership for Leaders in Education. Writers and developers of the materials were Dallas Hambrick Hitt, UVA Darden/Curry Partnership for Leaders in Education; Jeanette P. Cornier, Public Impact; and Catherine Barbour, Center on Great Teachers and Leaders at AIR.

Contents

Module Overview

The professional learning module on using turnaround leader competencies was developed collaboratively by the Center on Great Teachers and Leaders (GTL Center), the Center on School Turnaround at WestEd, Public Impact, and the University of Virginia Darden/Curry Partnership for Leaders in Education. This module contains the materials designed to implement a work session that builds the knowledge and capacity of leaders and staff members from regional comprehensive centers (RCCs), state education agencies (SEAs), and within-state regional centers on understanding turnaround leader competencies. The purpose and goal of the module is to develop stakeholder awareness and understanding of competencies for turnaround leaders.

Staff members from these agencies may wish to modify and turnkey the work session based on this module for use with district leadership teams, principals, teacher leaders, or other roles. The duration, scope, and sequence of the work session may be customized to accommodate local needs and conditions. The entire work session is designed to take place during a two-hour period but can easily be broken into smaller portions and accomplished during multiple sessions to accommodate participant time and availability.

Professional Learning Module

This work session is Part 3 of the Professional Learning Module, *Recruit, Select, and Support: Turnaround Leader Competencies.*

Part 1: Understanding Turnaround Leader Competencies

Part 2: Recruiting and Selecting Turnaround Leaders

Part 3: Developing and Supporting Turnaround Leaders

Materials

The following materials are part of this work session:

- *Developing and Supporting Turnaround Leaders Facilitator's Guide*
- *Developing and Supporting Turnaround Leaders* facilitator's handouts
- *Developing and Supporting Turnaround Leaders* facilitator's slide presentation

All materials are available on the GTL Center's *Professional Learning Modules* website at http://www.gtlcenter.org/technical-assistance/professional-learning-modules. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement: *These materials have been adapted in whole or in part with permission from the Center on Great Teachers and Leaders, the Center on School Turnaround at WestEd, Public Impact, and the University of Virginia Darden/Curry Partnership for Leaders in Education.*

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Work Session Goals

This work session, based on Part 3 of the *Recruit, Select, and Support: Turnaround Leader Competencies* module, has the following goals for participants:

- Understand the district's role in developing and supporting turnaround leaders.

- Examine high-quality adult learning and implications for competency-based development of turnaround principals.

- Explore how districts can leverage principal supervisors and others to increase turnaround principal competencies.

Intended Audiences

Participants: Stakeholders who would benefit from participating in a work session using this module may include leaders and staff members from RCCs, SEAs, and local education agencies. All stakeholders supporting school turnaround leaders and district and school teams (e.g., superintendents, central office staff, district school board members, principals, teacher leaders, teacher association representatives, and other decision makers) will likely benefit and develop strategic action plans as a result of participation in a work session based on this module.

Facilitators: Facilitators for a work session based on this module may include GTL Center staff, New Teacher Center staff, RCC staff, SEA staff, regional service agency staff, or other technical assistance providers.

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Using This Facilitator's Guide

This facilitator's guide provides suggestions for structuring the work session, notes on how to implement the suggested activities, and talking points to be used with the slide presentation. It also includes additional in-depth content information for facilitators to use within their presentations or to offer to participants interested in deeper learning.

Materials

The following materials are recommended for the work session and associated activities:

- Computer for the *Developing and Supporting Turnaround Leaders* slide presentation
- Projector and screen
- Name table tents (optional)
- Poster papers (preferably the kind with adhesive backing; if these are not available, bring masking tape to post the papers on the wall)
- Colored markers
- Sticky notes
- Adequate reserved space, time, and materials
- Tables arranged to support small-group discussions
- Necessary materials printed

Preparation for Work Session Activities

Prior to the start of the work session, prepare the following materials:

- Print copies of the following handouts for participants:
  - Presentation slides
  - Professional Learning Module Overview
  - Turnaround Leader Competencies
  - Self-Assessment of District Support for Turnaround
  - Individualized Turnaround Principal Development: How Does It Look in Action?
  - Group Turnaround Principal Development: How Does It Look in Action?
  - Talent Development Framework

Also, become familiar with the facilitator's guide and the handouts.

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Agenda Outline

Table 1 provides a detailed outline of the agenda for the work session. It includes timing, slide numbers, activities, and materials. This outline provides facilitators with a big-picture view of this workshop and the corresponding activities.

Table 1. Detailed Outline of the Agenda

Agenda Item	Time	Slides	Activities	Materials Needed
Section 1. Overview, Introductions, Outcomes, and Agenda	15 minutes	1–10	- Overview of PLM - Introductions - Outcomes - Agenda - Competencies Review	- PLM Overview - Agenda - Presentation handout - Competencies
Section 2. Systems of Support	10 minutes	11–15	- District Systems - Self-Assessment	Self-Assessment handout
Section 3. District Support and Accountability	25 minutes	16–21	- District Support and Accountability - Activity: Supporting Turnaround Leaders	- Chart paper - Markers
Section 4. Turnaround Leader Professional Development (PD)	40 minutes	22–37	- Turnaround Leader PD - Activity: What is your PD experience? - Activity: Competency-Based Leadership Development - Role of Principal Supervisors - Activity: Triad Conversation	- Paper - Competencies - Presentation handout
Section 5. Competency-Based Development in Action	20 minutes	38–43	- Individual and Whole-Group Development - Activity: Case Studies - Activity: Gap Analysis	- Case studies - Chart paper - Markers
Section 6. State Systems of Support	5 minutes	44–45	State Talent Development Framework	Talent Development Framework
Section 7. Closing and Next Steps	5 minutes	46–52	Wrap-Up: Closing and Commitments	

Script

The following section is a slide-by-slide script that provides guidance to facilitators as they present the content and learning activities included in the work session based on this module. Reviewing the entire guide prior to facilitating the work session is highly recommended.

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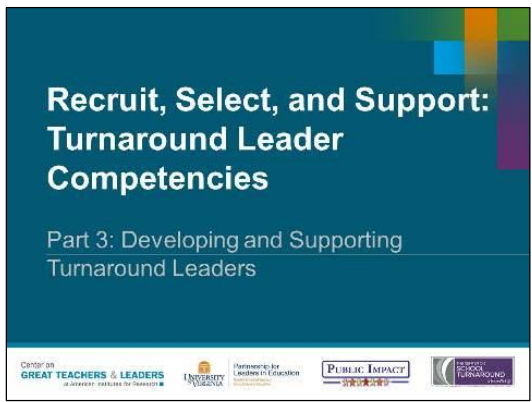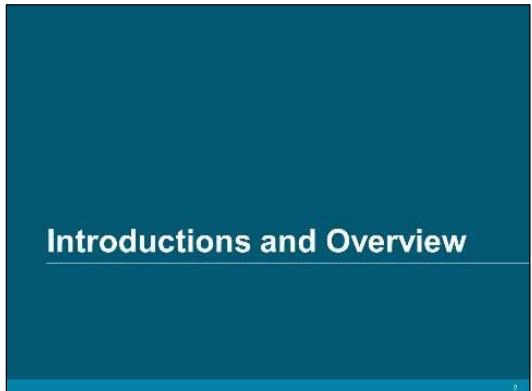
Developing and Supporting Turnaround Leaders
Work Session

Section 1—Overview, Introductions, Outcomes, Agenda (15 minutes)

Purpose: This section provides an overview of the work session, including the introduction of the presenters, introduction to the four partners, review of the agenda, and review of the program outcomes.

The left column provides information for the facilitator for each slide during the presentation:

- The words in italics that follow **"Facilitation Note"** provide details for guiding the discussion.
- The words in quotation marks that follow **"Explain"** are meant to be spoken aloud by the facilitator during the work session.

Facilitation Note: *Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.*	**Recruit, Select, and Support: Turnaround Leader Competencies** Part 3: Developing and Supporting Turnaround Leaders Slide 1
	Introductions and Overview Slide 2

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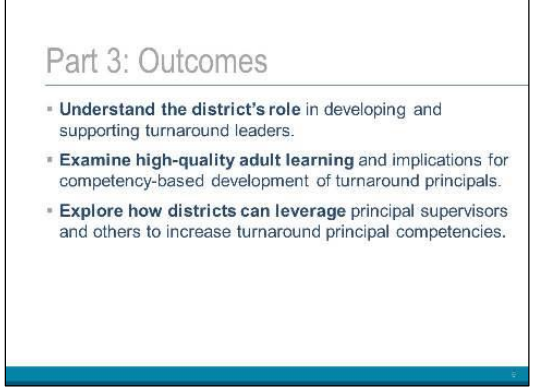|	
Explain: "This session is Part 3 of a three-part Professional Learning Module on using turnaround leader competencies. It was developed in response to practitioners' questions concerning the following: ▪ What competencies are important for teachers and principals working in turnaround schools? ▪ How do competency-based approaches inform turnaround principal selection and development? Today, we will focus on using competencies for developing and supporting turnaround leaders."	**Using Turnaround Leader Competencies** **Professional Learning Module** *Recruit, Select, and Support: Turnaround Leader Competencies* Part 1: Understanding Turnaround Leader Competencies Part 2: Recruiting and Selecting Turnaround Leaders **Part 3: Developing and Supporting Turnaround Leaders** Slide 3
Explain: "The materials for this work session were developed collaboratively by the Center on Great Teachers and Leaders at American Institutes for Research, the Center on School Turnaround at WestEd, Public Impact, and the University of Virginia Darden/Curry Partnership for Leaders in Education. All four organizations are dedicated to promoting positive outcomes for underperforming schools and collectively have deep expertise in school turnarounds, great teaching, and school leadership. The GTL Center is a federally funded technical assistance center created to support state-led initiatives to grow, respect, and retain great teachers and leaders for all learners. This professional learning module and others can be found on the GTL Center and the Center on School Turnaround websites."	**Partner Organizations** Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■ THE CENTER ON SCHOOL TURNAROUND WestEd PUBLIC IMPACT UNIVERSITY of VIRGINIA Partnership for Leaders in Education Slide 4
Facilitation Note: *Let participants know that the first section will include introductions and a review of the agenda and outcomes for the work session. Explain that first, group members will learn more about each other and where we are headed with this work session, and then we will begin to discuss developing turnaround leader competencies.* **Explain:** "Let's find out who is in the room. We will whip around and have each of you introduce yourselves with your name, your role, and a characteristic of a high-quality professional development session you have experienced." **Facilitation Note:** *Summarize the themes that you hear about high quality PD. *Note: If you have a large group of participants, have them make introductions at tables instead of to the whole group.*	**Introductions** ▪ Your name ▪ Your role ▪ Characteristic of a high-quality professional development session you have experienced Slide 5

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Facilitation Note: *Highlight that although competencies have been used in many fields outside of education, using competencies to select and develop turnaround school leaders are relatively new practices.* *Review session outcomes on slide.*	**Part 3: Outcomes** ▪ **Understand the district's role** in developing and supporting turnaround leaders. ▪ **Examine high-quality adult learning** and implications for competency-based development of turnaround principals. ▪ **Explore how districts can leverage** principal supervisors and others to increase turnaround principal competencies. Slide 6
Facilitation Note: *Review agenda on slide.*	**Part 3: Agenda** ▪ Introductions and Overview ▪ Turnaround Leader Competencies ▪ Context: Systems of Support ▪ District Support and Accountability ▪ Turnaround Leader Professional Development ▪ Role of Principal Supervisor ▪ Competency-Based Development in Action ▪ Closing Reflections Slide 7
Explain: "In preparation for our work, we will do a quick review of turnaround leader competencies."	**Turnaround Leader Competencies** Slide 8

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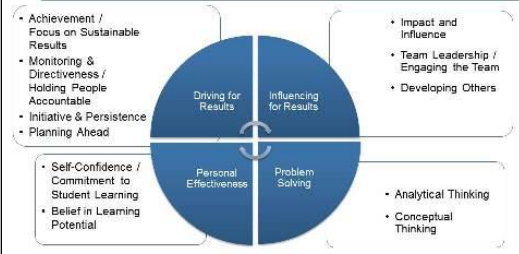|	
Explain: "For those of you who took the first two parts in this three-part series, you may recall what competencies represent and how we use them to help define effective turnaround leadership. For others, here is a brief overview, and we encourage you to take Parts 1 and 2 of the module. Remember that competencies are underlying patterns of thinking, feeling, acting, and speaking that support turnaround principals in both organizational and instructional leadership." **Facilitation Note:** *Read the contents of the slide as a review.*	 Slide 9
Explain: "Studies on turnarounds indicate that: (1) specific competencies are required to be successful in leading turnaround efforts, (2) these competencies can be used to attract and select leaders for turnaround schools, and (3) these competencies can be developed and refined over time. The Turnaround Leader Competencies handout includes a list of competencies that are identified by both Public Impact and UVA Darden/Curry Partnership for Leaders in Education. Research is underway, by UVA, Public Impact, and others, to validate and refine the turnaround leader competencies and actions associated with successful school turnaround efforts. Original sources can be found in the references at the end of this module." **Facilitation Note:** *Refer participants to the Turnaround Leader Competencies handout and review the list of competencies.*	 Slide 10

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Section 2—Systems of Support (10 minutes)

Facilitation Note: *In this section, we will examine how school context and districts' systems, structures, and interactions foster (or inhibit) competency-based turnaround leader development.*	 Slide 11
Facilitation Note: *Read quote. Note that the system in place in the picture is designed to get people to drive on the grass.*	 Slide 12
Explain: "Schools function within the context of their district and community. ▪ Districts have discretion and influence over the conditions in which schools function. ▪ Districts can indirectly influence student achievement by creating conditions that are favorable to transformational change at the school level. ▪ Districts can directly influence turnaround principal effectiveness through thoughtful creation of competency-based professional development. This professional learning module is focused on district structures for developing and supporting turnaround leaders."	 Slide 13

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Explain: "There are many steps that districts can take to support turnaround principals and increase their chances of success, beginning with publicly committing to school success and prioritizing student learning needs over adult concerns. In addition, districts determine which schools need dramatic changes in order to make substantial improvement, recruit and develop strong turnaround leaders, provide them with autonomy to make bold changes, hold leaders accountable for results and provide them with support to meet expectations, get the best teachers to the students who need them the most, and proactively engage the community in improvements.

This work session begins to unpack ways that districts can support turnaround principals and develop their competencies."

Facilitation Note: *For more information on how districts can support school turnarounds, refer participants to the article:*

Kowal, J., Hassel, E., & Hassel, B. (2009). *Successful school turnarounds: Seven steps for district leaders* (Issue Brief). Washington, DC: The Center for Comprehensive Reform and Improvement. Retrieved from http://files.eric.ed.gov/fulltext/ED507589.pdf

How Districts Support Turnaround

1. Commit to success.
2. Choose turnarounds for the right schools.
3. Develop a pipeline of turnaround leaders.
4. Give leaders the "Big Yes" (autonomy).
5. Hold leaders accountable for results, and support them to meet expectations.
6. Prioritize teacher hiring in turnaround schools.
7. Proactively engage the community.
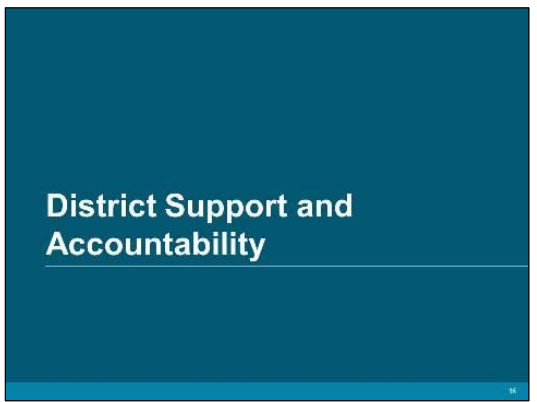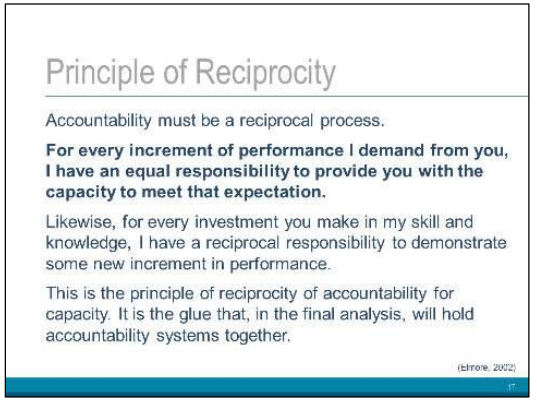
(Kowal, Hassel, & Hassel, 2009)

Slide 14

Facilitation Note: *Review the directions for the self-assessment on the slide. Give 3 minutes to reflect, 2 minutes to discuss, and 2 minutes to share some ideas with the whole group.*

Self-Assessment:
How Districts Support Turnaround

- Using the self-assessment tool individually or in teams, reflect on how your district or the districts you serve currently support turnaround.

- Discuss the implications of your current state.
  - How are supports different for turnaround and non-turnaround schools?
  - How are supports different for district-run/charter, urban/rural schools?
  - What are the barriers to district support for turnaround schools?

- Share two ideas from your discussion with the whole group.

Slide 15

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Section 3—District Support and Accountability (25 minutes)

	District Support and Accountability Slide 16
Facilitation Note: *Ask participants to review the contents of the slide. Ask what resonates with them. Paraphrase responses.*	**Principle of Reciprocity** Accountability must be a reciprocal process. **For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.** Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of reciprocity of accountability for capacity. It is the glue that, in the final analysis, will hold accountability systems together. (Elmore, 2002) Slide 17
Explain: "Either one alone is not enough, but together, the right balance is a catalyst for change. How does this insight affect competency-based development and evaluation of turnaround principals?"	**Support and Accountability: An Unbeatable Match** **ACCOUNTABILITY** Effective Turnaround Leader **SUPPORT** (Hitt, 2010; Hitt & Tucker, 2016) Slide 18

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Explain: "Take a minute to jot some notes in response to the prompts on the slide. Be ready to share your thoughts after 90 seconds. Now, let's go around the room popcorn style and share a word or phrase that captures support, then accountability, until all the ideas have surfaced." **Facilitation Note:** *Chart the responses on paper. Ask participants what they are noticing about support and accountability. Take a few responses.*	**Activity: Support and Accountability** **Individually:** 1. Describe how you define "supporting" someone. Include two synonyms for *support*. 2. Describe how you define "holding someone accountable." Include two synonyms for *accountability*. Slide 19
Explain: "Let's see which words we shared and which we might have left off, or vice versa." **Facilitation Note:** *Compare the participant-generated list with the slide.* *Make the point that "holding accountable" is not a bad or scary endeavor! It is about helping principals who want to focus and refine their efforts. It provides perspective for those amidst tough and consuming work.*	**Development =** **Supporting + Holding Accountable** **Supporting** Monitoring/measuring Generating insight Teaching new concepts/skills Coaching and mentoring Reflecting on practice Setting goals Observing Assessing formatively Providing feedback Your ideas! **Holding Accountable** Monitoring/measuring Reminding Calling attention to Checking on Pointing out Expecting Redirecting Assessing summatively Evaluating Your ideas! Slide 20
Explain: "With your team, discuss the differences between supporting turnaround leaders and supporting other school leaders, not in turnaround settings. You will have 3 minutes to discuss. Please be prepared to share your thinking with the group." **Facilitation Note:** *Let the teams know when they have one minute left and when time is up. Ask teams to share their thinking.* *Examples:* ▪ *Turnaround principals are excused from basic leadership development offered by the district.* ▪ *Turnaround principals engage in leader development on-site in their school and in successful turnaround school sites.*	**Activity: Support and Accountability** **With your team:** 3. Identify differences between supporting turnaround leaders and school leaders in non-turnaround schools. 4. Be prepared to share with the whole group. Slide 21

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Section 4—Turnaround Leader Professional Development (40 minutes)

Facilitation Note: *Quickly recap—participants have thought about support and accountability, reviewed competencies, and considered the district's role in competency-based development (as well as the larger turnaround endeavor). Indicate that they'll now move on to thinking about what high-quality adult learning and development for turnaround principals entails.*	**Turnaround Leader Professional Development** Slide 22
Explain: "Take a minute to review the competencies on your handout. Then, turn and talk with a partner about any ideas you currently have about how districts could support principals in developing these competencies. If you have time, talk about how districts could hold turnaround principals accountable. Be prepared to share your conversation with the group." **Facilitation Note:** *Provide 3–5 minutes for review and discussion. Debrief by asking for some participants to share. To create more energy, regroup participants for this activity.*	**Competency-Based Development for Turnaround Principals** **Review the Turnaround Leader Competencies** Turn and Talk: • How might these competencies be developed? • How could the district be supportive and hold turnaround principals accountable? Slide 23
Explain: "Here are the major takeaways from the research on development of competencies and turnaround principals. *Supportive Professional Development:* If we can intentionally provide learning experiences that cultivate competencies and the actions that principals call upon to manifest the competencies, it makes sense that this sort of development would be useful for improving student achievement. *Generative Accountability Structures.* If we can develop formative and summative accountability structures to render feedback on the things that matter most, we can reveal turnaround principals' strengths and areas for improvement within the group of high-leverage competencies."	**Competency-Based Support and Accountability** • **Supportive Professional Development:** Provide high-quality professional development that comprises a coherent set of experiences intended for turnaround principals to cultivate the competencies and actions necessary for turnaround success. • **Generative Accountability Structures:** Evaluate on the basis of, expect use of, and provide feedback and focus on the competencies and actions that matter for turnaround. (Hitt, 2016) Slide 24

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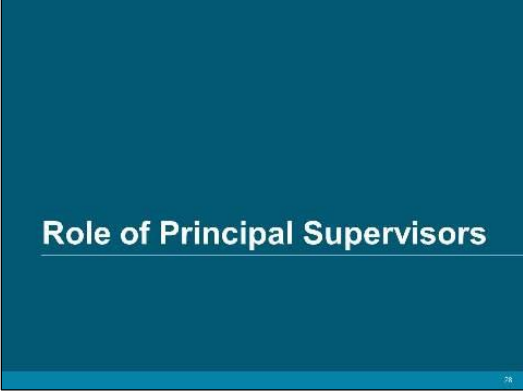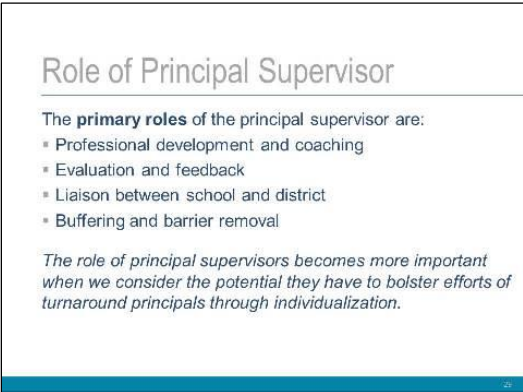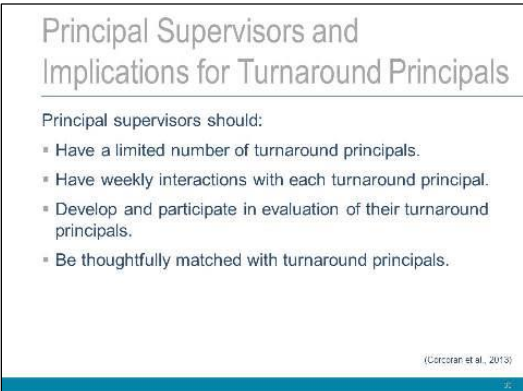|	
Explain: "Think of a time you either designed or implemented great professional development OR you benefited from exceptional professional development." **Facilitation Note:** *Go over the process listed on the slide (steps 1–5). Allow and announce 1 minute per step, and keep time to help participants know when to move on. After 4 minutes for the first 4 steps, allow groups a minute to decide on two nuggets they want to share with the larger group. Have them share while facilitator charts.*	High-Quality Professional Development: What is your experience? 1. Write two or three sentences about what made this example "high quality." 2. Write two or three sentences about how it changed your practice or perspective about your job, OR how you think it did so for your audience. 3. Turn and share with a partner next to you. 4. Create a list that synthesizes what each of you said. 5. Make notes to be to shared with the group. **Slide 25**
Explain: "Thank you for sharing some of your ideas on high quality PD. Let's take a quick look at what the research says about adult learning and leader development prior to getting into the specifics of how to develop turnaround leader competencies." **Facilitation Note:** *Review the contents of the slide. Point out any similarities or differences from what the participants came up with.*	High-Quality School Leader Development: What does the research say? ▪ **Content** focused on improved instruction and school change ▪ **Differentiated** to address varied leader needs ▪ **Collegial networks and protocols** for collaboration ▪ **Job-embedded** instruction and applications of learning ▪ **Long-term** delivery with multiple learning opportunities ▪ **Sharing from experts** or experienced practitioners ▪ **Mentoring and coaching** to fit individual and school needs (Drago Severson, Asghar, Blum DeStefano, & Welch, 2011; Goldring, Preston, & Huff, 2012; and Mitgang, 2012) **Slide 26**
Explain: "Let's put it all together now. Take a look at the list of research-based leader development components (on the previous slide) and the handout of turnaround leader competencies. Individually or as a team, reflect on your current practices and identify changes you would make to better meet the development needs of turnaround leaders. Be prepared to share with the group." **Facilitation Note:** *Allow participants time to reflect and write down ideas. When people seem to be finishing up, ask for some volunteers to share their thinking with the group.*	Activity: Competency-Based Leadership Development **Developing Turnaround Leader Competencies** Individually or as a team: ▪ Reflect on your current practices in turnaround leader development. ▪ Identify changes you would make to better meet the development needs of turnaround leaders. **Slide 27**

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Facilitation Note: *Explain how the next section will present the idea of a principal supervisor, or a point person, within the district who can tend to turnaround principal development, and do so in a manner that is in keeping with all that we have discussed as important in competency-based development.*	**Role of Principal Supervisors** Slide 28
Explain: "What we see here is that when districts create the role of principal supervisor, they are essentially creating the means by which competency-based development can occur. The principal supervisor embodies the district infrastructure for accountability and support, providing coaching and evaluating principals, while competencies serve as the content and substance of the development." **Facilitation Note:** *Review the contents of the slide.*	**Role of Principal Supervisor** The **primary roles** of the principal supervisor are: ▪ Professional development and coaching ▪ Evaluation and feedback ▪ Liaison between school and district ▪ Buffering and barrier removal *The role of principal supervisors becomes more important when we consider the potential they have to bolster efforts of turnaround principals through individualization.* Slide 29
Facilitation Note: *Review contents of the slide.*	**Principal Supervisors and Implications for Turnaround Principals** Principal supervisors should: ▪ Have a limited number of turnaround principals. ▪ Have weekly interactions with each turnaround principal. ▪ Develop and participate in evaluation of their turnaround principals. ▪ Be thoughtfully matched with turnaround principals. (Corcoran et al., 2013) Slide 30

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Explain: "How do districts, via principal supervisors, develop turnaround principals? We will take an in-depth look at each of these strategies in the next five slides. These are very text heavy and information rich, so we will review them, but I also encourage you to go back to them in a future activity."	How do districts, via principal supervisors, develop turnaround principals? 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 Slide 31
Facilitation Note: *Review contents of slide, and ask for any clarifying questions. Ask for group members to provide examples from their own experiences. Refer them to resources.*	1. Diagnosing Competency Levels The principal supervisor and turnaround principal review evaluations of turnaround principal competencies and identify strengths and areas for improvement. ▪ Conduct behavior event interview (BEI), or use BEI results from selection process, to identify competencies. ▪ Conduct self-evaluations that elicit the principal's perception of his or her own competencies. ▪ Conduct 360 evaluations that solicit feedback from others on perceptions of principal competencies. ▪ Document and assess competencies through school review site visit interviews, focus groups, and observations. Slide 32
Facilitation Note: *Review contents of slide, and ask for any clarifying questions. Ask for group members to provide examples from their own experiences. Refer them to resources.*	2. Setting Leader Development Goals Using data, the principal supervisor and turnaround principal work together to pinpoint the highest leverage competencies to identify: ▪ Strengths and set goals to leverage strengths. ▪ Competencies that are partially developed but could be quick wins, if developed further. ▪ Stretch goals in areas that are relative weaknesses but could increase leader effectiveness. Slide 33

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Facilitation Note: *Review contents of slide, and ask for any clarifying questions. Ask for group members to provide examples from their own experiences. Refer them to resources.*	**3. Facilitating Leader Development** Based on the individualized goals and development plans, principal supervisors and turnaround principals identify aligned development experiences such as: ▪ Relevant reading and training opportunities ▪ Visits to successful schools ▪ Peer-to-peer learning opportunities ▪ Coaching and mentoring ▪ Leadership rounds Slide 34
Facilitation Note: *Review contents of slide, and ask for any clarifying questions. Ask for group members to provide examples from their own experiences. Refer them to resources.*	**4. Observing and Providing Feedback** Principal supervisors frequently observe turnaround principals and provide feedback on leader actions. ▪ Schedule frequent observation and feedback meetings. ▪ Conduct observations of leader actions in a variety of settings: leadership team, teacher teams, faculty meetings, teacher observations and feedback, professional development, etc. ▪ Provide feedback aligned to the turnaround principal leader development goals and action plans. Slide 35
Facilitation Note: *Review contents of slide, and ask for any clarifying questions. Ask for group members to provide examples from their own experiences. Refer them to resources.*	**5. Monitoring and Adjusting Development Plans** The turnaround principal, with feedback from the principal supervisor, monitors progress and identifies actions they will take to reach development goals. ▪ Identify leader actions, timeline, and expected impact. ▪ Frequently review status of actions and impact. ▪ Determine next actions, timeline, and expected impact. ▪ Repeat, in a cycle of continuous improvement. Slide 36

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Explain: "Form triads with two other people not on your team. Each of you will have 2 minutes to reflect on the following question." **Facilitation Note:** *Read the question from the slide. Let people know how you will signal to change to the next speaker. Signal at the end of each two minutes. Ask for volunteer to share what is coming up for them as a result of the conversation.*	**Activity: Triad Conversation** What is one thing principal supervisors in your district could do that would have the greatest impact on increasing the effectiveness of turnaround principals? Slide 37

Section 5—Competency-Based Development in Action (20 minutes)

Explain: "To bring the learning from this session together, we are going to think about how competency-based development looks in action."	**Competency-Based Development in Action** Slide 38
Explain: "We are going to apply our learning to two case study examples, one relating to individual development and one to group development."	**Individual Versus Whole-Group Development** Slide 39

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Facilitation Note: *Read the slide. Ask participants to get in pairs with someone not on their team. Individually read and reflect. Then, discuss as a pair. Provide 5–7 minutes.*	Competency-Based Turnaround Principal Development: How does it look in action for an individual principal? Let's take a look at the work of one principal supervisor. **Individually:** 1. Read the case study, *Individualized Turnaround Principal Development: How Does it Look in Action?* 2. In what ways does the story reflect what we know about high-quality interactions between a supervisor and a turnaround principal? **As a Pair:** 3. What suggestions do you have for additional ways this supervisor might build on and deepen her competency-based development work with her principals? (5 minutes) *Slide 40*
Facilitation Note: *Read the slide. Ask pairs to find another pair and discuss 1 and 2 for 6 minutes. Then, ask participants to thank their partners and reconvene with their team to discuss 3 for 5 minutes. Ask for a few volunteers to share their thinking with the group.*	Competency-Based Turnaround Principal Development: How does it look in action for an individual principal? **Case Study** **Work in a group of two pairs:** 1. Take turns presenting each pair's enhanced version of what the principal supervisor could do. (4 minutes) 2. Discuss as a group what might be some challenges or barriers for principal supervisors. (2 minutes) **Reconvene in your team:** 3. What are some implications for your district in terms of supporting principal supervisors? (5 minutes) *Slide 41*
Facilitation Note: *Make the shift from the individual case study example to the group case study example. Read directions on the slide. Give teams 3–5 minutes to discuss. Ask for a few volunteers to share their thinking with the group.*	Turnaround Principal Development: How does it look in action for multiple principals? **Individually:** 1. Read the case study, *Group Turnaround Principal Development: How Does it Look in Action?* 2. How does Akron use competencies to discern needs for formalized training of leaders? **As a team:** 3. Are there processes your district uses that are similar to those described in Akron? 4. How is this different from how your district currently decides how and what leaders should formally learn in training? *Slide 42*

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Facilitation Note: *Review contents of the slide. Give teams 3–5 minutes to discuss. Ask teams to share.*	**Activity: Gap Analysis** **As a team:** 1. What are the needs of turnaround principals in your district? 2. What are your current systems for support and accountability? 3. What are the gaps between needs and supports? Slide 43

Section 6—State Systems of Support (5 minutes)

Explain: "Before we conclude this session, let's turn our attention back to the larger systems of support."	**State Systems of Support** Slide 44
Facilitation Note: *Refer participants to the Talent Development Framework handout.* **Explain:** "We've talked about how communities and districts create the context for turnaround schools. States also have an important role to play. This handout shows an overview of the GTL Center's Talent Development Framework. It suggests that states have a role to play in (1) attracting people to the field of education; (2) preparing educators based on high standards for preparation and licensure; and (3) developing, supporting, and retaining high-quality educators. The focus of this work session is in the third area of the framework: how to develop, support, and retain effective turnaround school leaders."	**Talent Development Framework** (Center on Great Teachers and Leaders, 2014) Slide 45
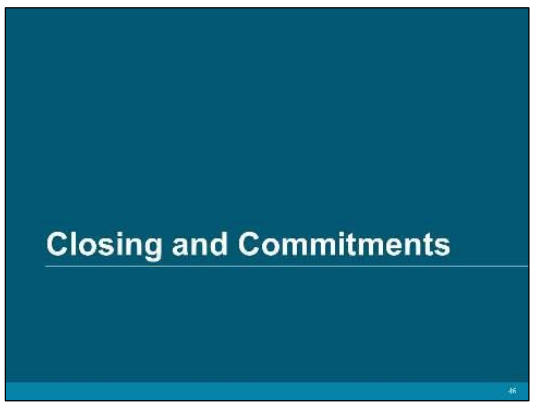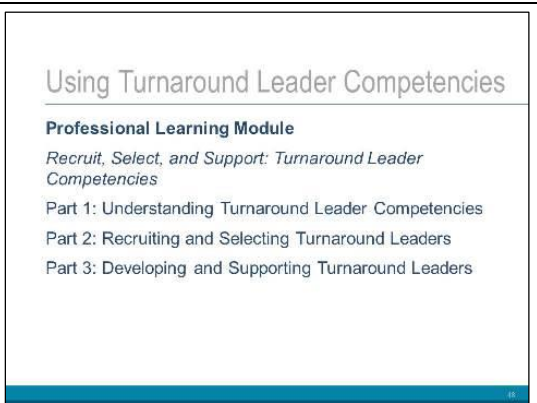
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Section 7—Closing and Next Steps (5 minutes)

	Closing and Commitments Slide 46
Facilitation Note: *Review contents of the slide. Ask for some participants to share what they are taking away and/or committing to do as a result of this session.*	Closing and Commitments 1. **What are you taking away with you today?** (What were your key learnings? What resonated most with you? What are you sure of? What do you want to learn more about?) 2. **What will you commit to do to support competency-based development of turnaround principals?** Be ready to share your thoughts. Slide 47
Explain: "If you have not had a chance to complete Parts 1 or 2 of this module, we encourage you to do so."	Using Turnaround Leader Competencies **Professional Learning Module** *Recruit, Select, and Support: Turnaround Leader Competencies* Part 1: Understanding Turnaround Leader Competencies Part 2: Recruiting and Selecting Turnaround Leaders Part 3: Developing and Supporting Turnaround Leaders Slide 48

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Explain: "References used in the development of Part 3 of the module are included here."
Slide 49
Facilitation Note: *References continued*
Slide 50
Slide 51 |

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Explain: "Thank you for your participation and please feel free to contact us for more information."	 Slide 52

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