

Resources and References for Turnaround

Articles:

Bottoms, G. & Schmidt-Davis, J. (2010). The Three Essentials: Improving Schools Requires District Vision, District & State Support, and Principal Leadership. *The Wallace Foundation*.

- Research around key leadership factors that improve student achievement, specifically the importance of the district office in providing principals with the working conditions they need to improve teacher effectiveness and student performance in the middle grades and high school.

Fullan, M. (2005). Turnaround Leadership. *The Educational Forum*, 69, 174-181.

- The importance of districts, states, and schools building capacity in turnaround schools in order to build sustainable change.

Levin, B. (2013, March). What Does It Take to Scale Up Innovations? *National Education Policy Center*. Retrieved from <http://nepc.colorado.edu/publication/scaling-up-innovations>

- Issues involved in scaling educational innovations in the US so that they can serve very large numbers of students, and a set of five criteria for assessing challenges of scaling: cost, human capacity, tools and infrastructure, political support, and external or non-school factors.

Player, D., Hitt, D.H., & Robinson, W. (2014). District Readiness to Support School Turnaround. *The University of Virginia Partnership for Leaders in Education*. Retrieved from

http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/District_Readiness_to_Support_School_Turnaround.pdf

- This guide provides state education agencies (SEAs) and districts (LEAs) with guidance about how to assess the district's readiness to support school turnaround initiatives. School turnaround is a system-level issue requiring fundamental changes in district-level practice to establish the conditions for school turnaround to succeed

Rhim, L. & Redding, S. (2014). The State Role in School Turnaround: Emerging Best Practices. *WestEd*.

- Definition of turnaround – leader actions, district roles and actions to turn a school around

Redding, S. & Walberg, H. (2014). Building Rural District Capacity for Turnaround, (ch 15).

Retrieved from http://centeronschoolturnaround.org/wp-content/uploads/2014/01/Building_Rural_District_Capacity2.pdf

- Chapter on unique strengths and challenges of rural LEAs and schools.

Togneri, W. (2003). Beyond Islands of Excellence: What Districts Can Do To Improve Instruction & Achievement in All Schools – a Leadership Brief. *Learning First Alliance*.

- Improving learning opportunities for all children will require more than individual talents or school-by-school efforts. It will demand system-wide approaches that touch every child in every school in every district across the nation. In order to improve instruction, the nation must commit the political will and resources necessary to develop district-wide solutions.

Books:

Bambrick-Santoyo, P. (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Uncommon Schools, Inc.

- 7 levers for leading school improvement: Data-Driven Instruction, Observation & Feedback, Planning, Professional Development, Student Culture, Staff Culture & Managing School Leadership Teams. DVD, examples, and workshop instructions included.

Bernhardt, V. (2004). *Data Analysis for Continuous School Improvement*. Larchmont, NY: Eye on Education.

- How schools can share, use, and analyze data for comprehensive and continuous school-wide improvement.

Dufour, R. & Marzano, R. (2011). *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement*.

- Create a uniform game plan to foster a collaborative community of learners, develop a shared focus, and meet growth goals. Examine new concepts of leadership, and learn how to effectively assemble schoolwide commitment to PLC principles.

Fullan, M. (2006). *Turnaround Leadership*. San Francisco, CA: Jossey-Boss.

- Discussion of positive things turnaround schools can do to get off “the list”. Effects of being in a failing school and how to motivate people to change

Gruenert, S. & Whitaker, T. (2015). *School Culture Rewired*. Alexandria, VA: ASCD.

- Guidebook to define, assess, and transform a school culture. Five types of culture: collaborative; comfortable-collaborative; contrived-collegial; balkanized; fragmented; toxic.

Kotter, J. (1996). *Leading Change*. Boston, MA: Harvard Business School.

- 8 stage process to guide organizations through a successful change process with discussion on why change fails.

Kotter, J. (2008). *A Sense of Urgency*. Boston, MA: Harvard Business School.

- 4 tactics to help organizations create a sense of urgency - the first stage of a successful change process.

Kouzes, J. & Posner, B. (2007). *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.

- Five practices of exemplary leadership built on a foundation of credibility: Model the way; Inspire a shared vision; Challenge the process; Enable others to act; Encourage the heart.

National Association of Secondary School Principals. (2009). *Breaking Ranks: A Field Guide for Leading Change*. Renton, VA: NAASP.

- A step-by-step guide for changing school culture - mission, values, beliefs, and goals and to promote collaboration and professional conversations among staff members. Process Circle change and activities to support its use.

Parrett, W. & Budge, K. (2012). *Turning High Poverty Schools Into High Performing Schools*. Alexandria, VA: ASCD.

- Ensuring effective school and district leadership is central to the execution of the 7 other strategies in the Framework for Action in High Poverty Schools. A framework focused on all students learning to high standards.

Reeves, D. (2009). *The Learning Leader*. Alexandria, VA: ASCD.

- Tools to help schools focus on actions, strategies, and programs that produce results. The framework provides guidance for the most difficult schools and challenges complacent schools to differentiate between being effective and being lucky.

Websources:

American Institute for Research - Center on Great Teachers & Leaders. (2015). Recruit, Select, and Support: Turnaround Leader Competencies. Retrieved from <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/recruit-select-and-support-turnaround-leader-competencies>

- Three modules help recruit, select, and support principals working in school turnaround contexts. Site includes facilitator's guides, handouts, and slides.

Aragon, S. and Workman, E. (2015, October) Emerging State Turnaround Strategies. Education Commission of the States. <http://www.ecs.org/emerging-state-turnaround-strategies/>

- This report outlines three school turnaround strategies ideas that are gaining traction around the nation – innovation zones, recovery districts and receiverships. The report also provides information on available outcomes data for each of those three strategies.

Berce, J. (2014). Change Leadership. Retrieved from:
<http://leadershipbyvirtue.blogspot.ca/2014/11/change-leadership.html>

- The need for change leaders to have a big vision and empower employees - communicate progress frequently, praise small wins, feedback loop. Includes models for change leadership.

Great Schools Partnership. (2016). The Glossary of Education Reform. Retrieved from
<http://edglossary.org/systemic-reform/>

- Comprehensive online resource that describes widely used school-improvement terms, concepts, and strategies for journalists, parents, and community members.

Kaylor, M. (2015) HR Technology: Preparing for and Managing Change. Retrieved from:
<http://blog.hrtechnologyconference.com/hr-technology-preparing-for-and-managing-change/>

- How to support an organization as it goes through a change initiative, likens it to stages of grief (the death of the old way of doing things).

Mass Insight. (2015). The Turnaround Challenge – Executive Summary. Retrieved from
<http://www.massinsight.org/publications/turnaround/50/file/1/>

- Some of the challenges presented in low performing schools and the elements that comprise an effective turnaround effort. 3 key elements: changing conditions, building capacity, and clustering support.

Mattson, H. (2015, August) Journeys Project: Chronicling School Turnaround. Retrieved from
<http://www.schoolturnaroundsupport.org/blog/journeys-project-chronicling-school>

- Series of articles documenting school turnaround throughout the process - resources, webinars, and blogs in a rural school.

Public Impact for the Center on Innovation and Improvement. (2008). School Turnaround Leaders: Competencies for Success Retrieved from http://publicimpact.com/web/wp-content/uploads/2009/09/TTurnaround_Leader_Competencies.pdf

- List of competencies- habits and behaviors - for school leaders of struggling, high-needs schools.

School Turnaround Learning Community - The Center on School Turnaround at WestEd.
 Retrieved from <http://www.schoolturnaroundsupport.org/>

- The STLC provides a range of school improvement resources, and connects users with specialists and other educators to share school turnaround research and promising practices.

Texas Education Agency and Texas Center for District and School Support.
<http://www.taisresources.net/>

- Information on all elements of the Texas Accountability Intervention System (TAIS), including short videos from experts and schools using each of the support systems. An accompanying activity guide for each video helps leadership teams build a common understanding, engage in dialogue regarding current practices and identify ways to move forward to strengthen their systems.

The Center on School Turnaround at WestEd: <http://centeronschoolturnaround.org/>

- News, information, and resources around the subject of school turnaround.

U. S. Department of Education Office of School Turnaround:
<http://www2.ed.gov/about/offices/list/oese/ost/index.html>

- Links to information regarding School Improvement Grants, Turnaround School Leaders Program, and other resources for turnaround schools.