

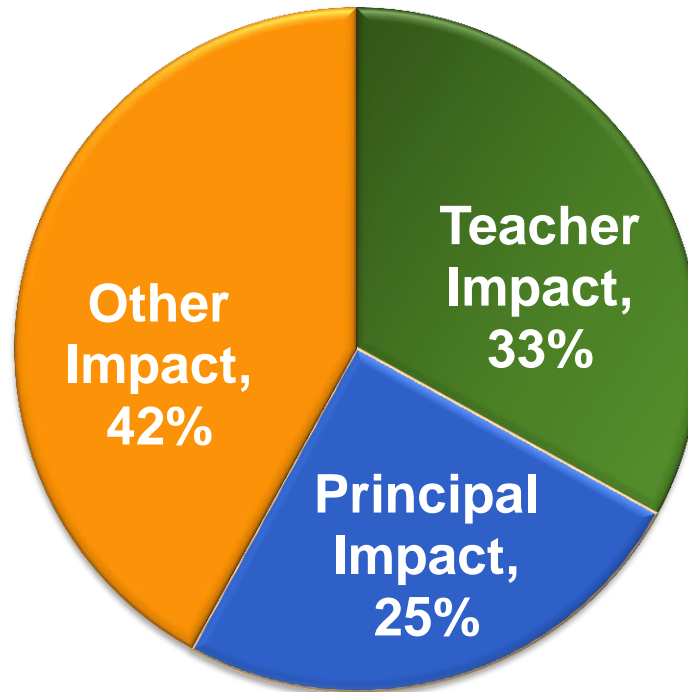
SREB

**Preparing Principals to Improve
Student Achievement**
The SREB Turnaround Leader Model

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Principals and Teachers Matter

Impact on Student Achievement



How Principals Impact School and Student Success

Provide Good Management

Develop Healthy, Safe Learning Environment

Lead Instruction

Ensure Inclusive School Culture

Build Strong Professional Learning Community

Communicate with and Support Families and Communities

Turnaround vs Transformation

Turnaround

“Turnaround” is a dramatic and comprehensive intervention in a low-performing school that:

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

Mass Insight Education, 2007

Transformation

“Transformation” is a long-term process of changing systems and processes in a school that results in all students achieving academic success, with academic success defined as performing at or above grade level standards.

Turnaround Preparation Is Different

“Turning around chronically under-performing schools is a different and far more difficult undertaking than school improvement. It should be recognized within education – as it is in other sectors – as a distinct professional discipline that requires specialized experience, training, and support.”

- Mass Insight, School Turnaround Group, 2007.

SREB Turnaround Leaders Program

GOAL

To ensure principals, assistant principals, teachers and other instructional personnel who desire to become school turnaround leaders are equipped with the special skills needed to plan and implement a dramatic and comprehensive intervention that produces significant gains in student achievement within two academic years.

NC House Bill 97

Proactive, aggressive, intentional recruitment
Rigorous selection criteria based on competencies predictive of success
Alignment to high-quality national standards
Rigorous coursework linking theory to practice through field experience and problem-based learning
Full-time clinical practice – 5 months in an authentic setting, with substantial leadership responsibilities, evaluation on leadership skills and effect on student outcomes

SREB Program Model

Intentional recruitment based on district criteria and needs
District selection criteria and process based on research, priorities and needs
Alignment to FL standards, UVA tenets, Public Impact competencies, SREB knowledge base
Rigorous coursework in a state-approved master's program; problem-based learning as a design principle; assignments reflecting real-world problems in low-performing schools
Year-long practicum <u>plus</u> half-year paid internship in low-performing schools — 23 assignments related to 10 skill sets, rubric-based evaluations; action research project; skills-based end-of-internship evaluation

NC House Bill 97

Multiple opportunities to be observed and coached by program faculty/staff

Clear expectations and commitment from school leaders overseeing clinical practice

Evaluation during and at end of clinical practice, based on NC rubric

Continuous program review and improvement process based on partnering local administrative units and data from program completers

Established relationship and feedback loop with affiliated school administrative units

SREB Program Model

Mentoring throughout the program, monthly site-based coaching/feedback during internship

Mentor and coach training, support and supervision, and significant remuneration

Practicum evaluation based on assignments; end-of-internship evaluation based on observations and assignments; end-of-program evaluation based on district assessment of readiness to lead

Monthly Design Team meetings, monthly WebEx's with district contacts/coaches, surveys of district staffs, participant evaluations of seminars and internship experiences

Statewide district administrator orientation; district site visits to clarify expectations assist start up; designated district contacts to maintain two-way communication

Lessons Learned

Design Team

- Clarify roles so you get the right people on the team; need broad expertise
- Use ad hoc members to pull in special expertise as needed
- Use a Team Leader and keep the meetings productive for ALL

Partnerships

- Each partner's role must make sense and link to the partner's priorities
- Frequent, TWO-WAY communication; have a communications plan
- Consider priorities of ALL partners when making decisions

Practicum

- Ensure each participant's principal is well-informed of expectations and supports release time
- Plan to have visibility into each team's work and work habits
- Provide formal orientation for principals; be proactive and responsive in communicating with them

More Lessons Learned

Internship



- Clarify expectations with participating districts, negotiate any issues UP FRONT
- Interns should be able to focus exclusively on their internship; not have 2 jobs (regular job + internship)
- Monitor placements closely to resolve any issues promptly

Mentoring and Coaching



- Select mentors and coaches based on ability to fulfill their role and commitment to fulfilling it well
- Actively monitor coaches and mentors to support them and provide accountability
- Use input from mentors and coaches to adjust program support of participants

Program and Participant Evaluation



- Tracking participant performance closely and keeping them informed of their progress increases motivation and effort
- Mentors and coaches need training and on-going support to be consistent in their evaluation of participant performance
- The ability and willingness to adjust program structure and content to the needs of participants and the participating districts is critical to the program's success

Final Thoughts

#1 A shared vision

- Senior leadership of the districts and the principal preparation program must share a vision for the problem to be solved and the priority given to the program as the solution

#2 The best people

- Select the best aspiring leaders and “clear the decks” for them so they can focus on learning and practicing what it takes to lead a more successful more or turn around a chronically low-performing school

#3 Challenge each other

- The principal preparation program’s leadership and partners need to push each other to think deeply about program implementation so participants get the maximum benefit from this experience