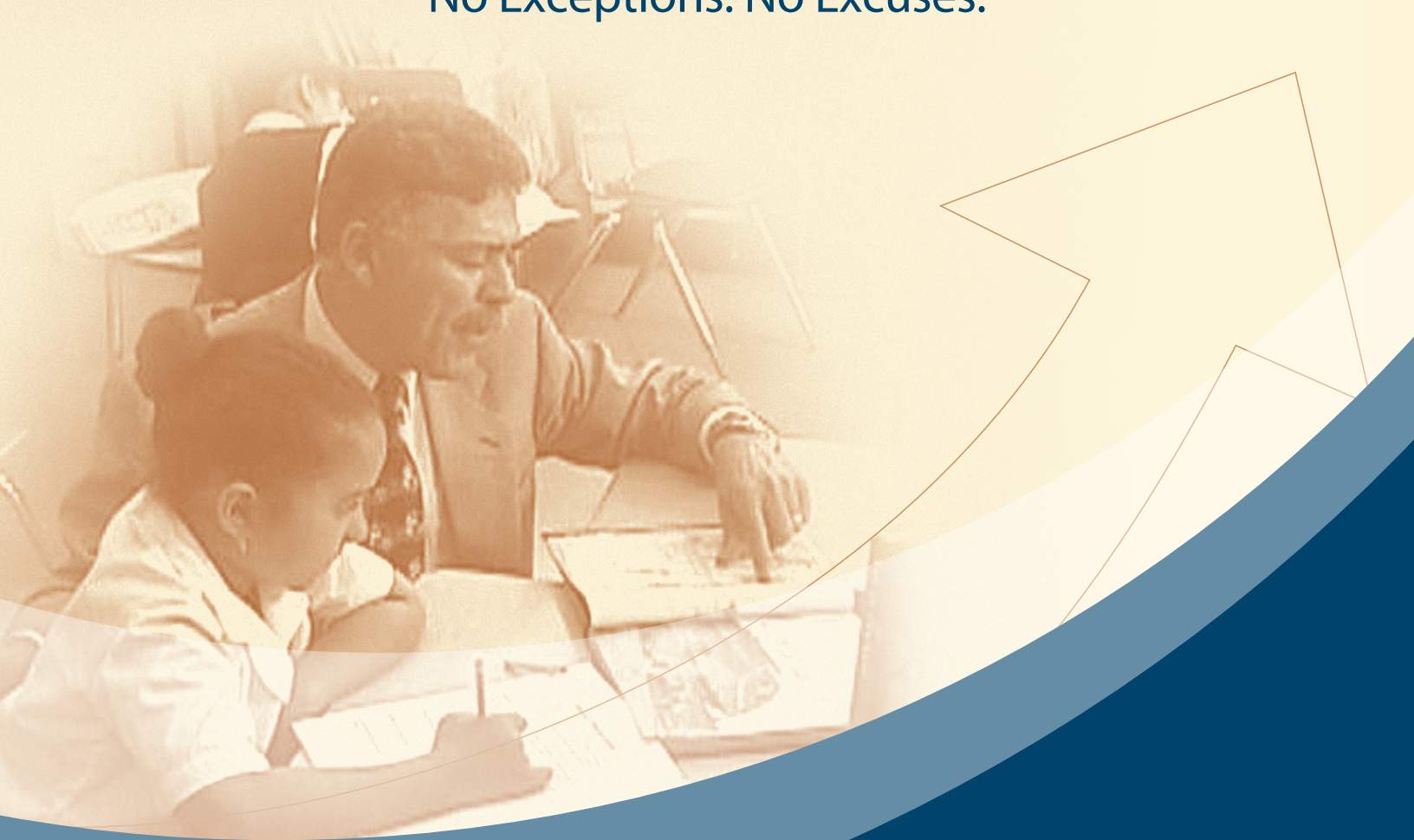




Everyone Achieves.
No Exceptions. No Excuses.



TURNAROUND CONFERENCE
JULY 11-14, 2014
STAFF VERSION

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School TurnaroundTM



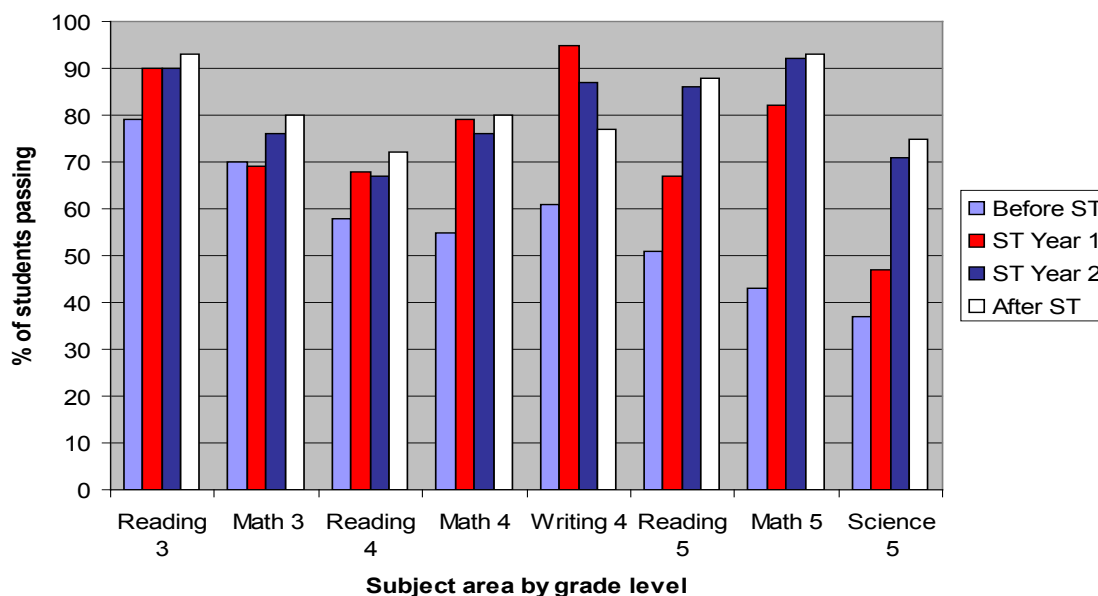
Welcome to The School Turnaround Conference!

We are excited to be embarking on an intensive partnership with you as you take on the challenge of turning around your school. We believe that too many educators find excuses about why change can't happen. You are here because of the urgency you've demonstrated in knowing that we simply cannot wait for change. You, like us, believe that children should not be in first or seventh or tenth grade more than once.

I used to talk a lot about what we "do" when people asked about School Turnaround. But here's the thing: what we do is not who we are, it's the outcomes we achieve by partnering with schools and leaders that define us. So now when I answer the question, this is what I share:

Washington Heights Elementary School - Fort Worth ISD

Margarita Garcia, Principal
Comparison Results 2004-2007



That's who we are. Getting there starts with the proven leadership skills and strategies of School Turnaround contained in this handbook. Thank you for joining us. Thank you for all you do to raise achievement for children.

Best,

Gillian Williams
Founder and President



WELCOME

School Turnaround Staff

LEADERSHIP

Gillian Williams, President assumed the presidency of The Rensselaerville Institute in the spring of 2010. Her appointment by the Board of Trustees was grounded in the achieved success of School Turnaround, which she founded and developed at The Rensselaerville Institute. Gillian has led the entire organization to new and higher levels of impact.

Gillian became an educator in 1990. She began her teaching career as a bilingual teacher at Public School 98 in the Washington Heights section of Manhattan. In 1997, Gillian became the youngest elementary school principal in New York City at Public School 63 in the South Bronx. In her first year at Public School 63, Gillian led a turnaround that lifted the school from its dismal standing on the state's list of persistently failing schools—a distinction it had held for all eleven years of that list's existence.

As the Founder and President of School Turnaround, Gillian grew the organization from a summer conference into a multi-faceted, nationally established initiative. She works with principals and superintendents across the country to lead change by example using leadership characteristics and strategies that are proven effective in turning around low-performing schools.

Gillian is a national leader in education and was featured twice on the CBS Television program Sunday Morning as well as several NPR radio segments. She has appeared in numerous publications, including, The New Yorker, The New York Times, US News and World Report and Education Week.

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SPECIALISTS

Mildred Toliver, Senior Turnaround Specialist received her Bachelor of Science in Elementary Education, Masters of Science in Elementary Education, and her Certification for Elementary School Administration from Grambling State University. After serving as an elementary school teacher and instructional coordinator for the Caddo Parish Public Schools in Shreveport, Louisiana, Mildred went on to become principal of Atkins Elementary School from 1990. Over the course of her ten years at Atkins, Mildred more than tripled her second and third grade reading scores, surpassing the state averages in a school that had previously lagged behind. Eager for a new challenge, Mildred moved to Fort Worth, TX to become the principal of SS Dillow Elementary School – the most beleaguered elementary school in the Fort Worth Independent School District.

In her first three years at Dillow, Mildred nearly tripled third grade reading scores, with assistance from School Turnaround in her third year. By 2004 the school matched the state average for in the number of proficient students, in the same year that Mildred accepted a staff position at School Turnaround.

Mildred has coached principals with making double-digit gains in Seattle, WA, Osceola, AR, Richmond, VA, Fort Worth, TX, Hawaii, and St. Louis, MO. She also does consulting and training for "Developing Multiple Intelligences", Community Parenting, Effective Black Parenting Program, and KEYPAR, Inc. She has worked as a reviewer for Harcourt Brace. Currently Mildred is writing a handbook for effectively involving parents in student success.

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Nicole Houston Johnson, Senior Turnaround Specialist grew up in Fort Worth, Texas. She earned her B.B.A. in Actuarial Science from Howard University in Washington, D.C. She returned home and earned a M. Ed. in Education Administration and Ed.D. in Educational Leadership at Texas Christian University.

Nicole joined School Turnaround in the summer of 2005, as a participating principal of Leonard Sixth Grade Center in Fort Worth, TX. At the end of her first year in School Turnaround, Leonard Sixth Grade Center started to show gains up to 12% in both subject areas. After two years with School Turnaround, Nicole’s campus had received the state Gold Performance Award for 51% of the students scoring commended in reading. The following year in 2008, Leonard Sixth Grade Center earned “Recognized Status” from the Texas Education Agency, which is the second highest achievement rating in the state of Texas. The school had even shrunk historical achievement gaps from as wide as 20 points to less than 9 points.

Nicole has been working as a Senior Specialist for School Turnaround since 2007. She was the Project Lead for Hawaii in 2008-2009 and the Specialist for Maili Elementary, which made AYP that year for the first time since 2005. In 2008 Nicole was awarded the Phenomenal Citizen Award for her work in education by the National Women of Achievement. In 2010 she was honored as an Exceptional Educator and Community Service Leader and studied Educational and Cultural Awareness at the University of Ghana in Accra.

Wade Araki, Senior Turnaround Specialist grew up in Honolulu, Hawaii and attended Chaminade University of Honolulu, where he earned a Bachelors Degree in Secondary Education and Social Studies, and the University of Hawaii at Manoa, where he earned his Masters Degree in Educational Administration.

In 2003, Wade became the principal of Reverend Benjamin Parker Elementary School in Kaneohe, Hawaii, a campus serving 66% economically disadvantaged kids, with a large Special Education population (95 of 320 students qualified for IDEA). Under his leadership, the school has been recognized for its high achievement based on rapid and dramatic increases in student performance in reading. In 2007, Benjamin Parker received the Alaka’i Na Keiki Award for Reading. The school was one of only 13 schools statewide that had achieved more than a 25% gain in student proficiency in their overall reading scores during the course of three years (2004 - 2006).

Based on this success, Wade was named principal of the struggling Kaimuki High School in 2012. The school has already begun to show strong gains under his leadership. He also heads up School Turnaround’s partnership with Chaminade University training new leaders through Alternative Certification. This is supported through Hawaii’s Race to The Top participation, which was recently recognized by the US Department of Education for its implementation.

Sheena Alaiasa has been a member of the School Turnaround team as a participant (2006-2008) and as a specialist (2009-present). She holds a Bachelors Degree from Brigham Young University Hawaii, and Masters in Administration Leadership from University of Hawaii, Manoa. Her philosophy is to build a strong foundation with team norms solidly understood and practiced throughout the school. She believes in the power of walkthroughs and specific feedback to teachers and how it can move schools quickly, and shares that clear communication is the key to a successful school. Sheena enjoys working with the School Turnaround team

as they pool their resources to support and share best practices with others who want to support student achievement.

As a practicing principal, Sheena Alaiasa was named National Middle School Principal of the Year 2014. Sheena has used School Turnaround strategies to move schools from out of status into unconditional. These schools were: He'eia Elementary – who received the Blue Ribbon award in 2012 and King Intermediate – who received the STRIVE HI recognition 2013 for the most increased gains in Math and ELA within 2 years. King Intermediate also moved out of restructuring within 2 years while under her leadership. As a Specialist, Sheena has worked with a number of schools within Hawaii and shared systemic systems that allowed schools to improve their student achievement. Sheena is now principal of Castle High School (currently a failing school) and is looking forward to using her skills and knowledge to help the students and teachers make gains in academic achievement.

Dale Castro is principal at Mililani Waena Elementary School. Under his leadership, Mililani Waena has made annual strides that top the charts with respect to annual gains at Hawaii School Turnaround schools. Mililani made AYP Dale's second year, which he has held on to and accomplished every year since. As a School Turnaround principal from 2007-2009, Dale showed third grade gains of over 30 points in 2008 and bigger gains for fourth grade scores in 2009.

Dr. Mike DeGuire earned his Masters in Elementary Education and his Doctorate in Educational Administration and Supervision from the University of Colorado. He has served as principal at five schools in four major school districts in the Denver, Colorado metro area. Most recently, Mike led McMeen Elementary on an upward trajectory in test scores, culminating in the Center of Excellence award from the Colorado Department of Education as a result of sustained growth in student achievement. Under his collaborative leadership, McMeen Elementary students ranked for the last four years in the top ten highest-ranking public schools in the district. In November 2009, he was recognized by U.S. Senator Michael Bennet as an outstanding leader for Education.

Debbie Duty Deery is a graduate of the School of Education at Montana State University. After serving on the Governor's Task Force on Education, she became a principal in 1991, when she was responsible for Title IX and Multi-age Programs for the Havre School District. Debbie recently retired as the principal at Loder Elementary School in Reno, Nevada. She has led several turnarounds in schools as principal. Most recently Debbie led Dessert Heights Elementary from School in Need of Improvement status to a Nationally Distinguished Title I School. Debbie was the recipient of the Nevada Commissioner on Governor's Committee on Educational Excellence award in 2007.

Naomi Matsuzaki has served the children of the Hawaii Public Schools at the elementary, middle, and high school levels. She began her career as an English and Writing teacher at Nanakuli High and Intermediate. During her current tenure at Kahalu'u School, the school was able to rise out of NCLB restructuring status to be in unconditional good standing for the past three years. The school is home to three Department of Education Employee of the Year award winners. Naomi was recognized as the 2013 Hawaii National Distinguished Principal.

Naomi joined School Turnaround as a specialist in 2013 after being a participating principal. With School Turnaround's assistance and strategies, Naomi's school moved from a school in restructuring to a school in good standing in one year's time. She is currently working with the new administrative staff at Kaahumanu Elementary School that serves a high population of students who are English language learners.

RESEARCH

Mónica Byrne-Jimenez, Research Consultant for School Turnaround, is an assistant professor at Hofstra University in the Department of Foundations, Leadership and Policy Studies School of Education and Allied Human Services. Mónica brings a wealth of educational expertise and intellectual knowledge to School Turnaround. Mónica was a contributor to Mass Insight Seminal Research on Turnaround in Education. Mónica does research consulting for numerous educational organizations, including Columbia University's Teachers College.

Research Findings: Gillian Williams

Dr. Robert Penna and Jennifer Lang of The Rensselaerville Institute visited Public School 63 - The Authors Academy in the South Bronx on June 13, 2000. They interviewed individually and in small groups 30 people—assistant principals, teachers, school aides, parents.

1. She changed the tenor of the school by her presence. "She was all over the place starting Day 1—what a change from past principals!" She forcefully and personally intervened at many points, then brought in and supported the person who was or should have been in charge of that issue. Nothing is seen as escaping her eye and she is seen as having limitless energy to not only spot problems but quickly engage in solving them.
2. Her personality is one of strength. She knows what she wants, clearly shares it, and is intent on achieving it. She can be intense and is relentless. At the same time, she is strongly and positively personal with people. Her directives lift people up rather than put them down. She is "authoritative not authoritarian."
3. As a person, Gillian is at once two people. The leader who sees the big picture and the skilled intervener who loves to get down on the floor with a kid. These were seen as two sides of the same coin which many took pains to say is a very rare combination.
4. She has made everyone accountable, including parents. No one gets to criticize others. Everyone knows and must play their role. "For the first time, there is no place to hide here."
5. Gillian is a team-builder. She is approachable and a good listener. But make sure what you say speaks to making learning work. Even her small talk is on task. She is consumed by making this school work and insists that process be in the service of results. The point of the team is to harness diversity of participants to make something work. Feeling good about the team then happens when the team creates higher performance.
6. Gillian has not only changed the style but the kids. They have far more self-esteem. No one had a coherent explanation for how this had happened, other than saying so many new programs kept kids focussed on learning with no time to get into trouble. But how and why they have come to feel so good about themselves (verified by Chancellor's District visitors who see striking differences between this and other schools in troubled areas) is not readily explained.
7. Gillian has broadened the school's mission to include many social and human service issues that got in the way of learning. The school is becoming a one-stop shopping center for needs of kids and families. Respondents see this as by default and necessary, and report it has not become an obstacle to learning. In fact, "Handling these other issues is required for learning" as several put it.

8. Gillian has created a strong emotional attachment to many in the school. Many see her strength and example as a key to success. Management by sentiment is at work here, including her widely admired ability and tenacity at learning the names and circumstances of virtually all of her 800 children and her unflagging optimism coupled with relentless pursuit of high learning. She is seen less as the lady with the plan as the lady with the personality and the resourcefulness to pull off an incredible feat, which even her critics find extraordinary.
9. Gillian is data driven. She uses information and puts it above opinion as the source of inference for diagnosis and development of action plans on a class by classroom basis as well as at grade and school levels. She likes and uses SFA and other programs that favor getting and using data as feedback. She sees use of data as the adult form of learning that must parallel learning by children.



THE PARTNERSHIP

The Partnership

Each team is assisted, supported, and challenged by a Turnaround Specialist. This partnership is the foundation of our work with schools. Each Turnaround Specialist is carefully interviewed and selected based on his or her demonstration of having turned around a failing school or district and an ability to help others do the same. Principals and Turnaround Specialists engage and interact regularly over the course of the school year. This is accomplished primarily through site visits, telephone, and e-mail. Unlike traditional mentors, Turnaround Specialists maintain a low profile and make site visits when they can be of use in providing critical feedback on the implementation of the design and any needed course corrections. Turnaround Specialists are clear that their feedback is important but that ultimately it is the principal and his or her team who will make the turnaround a success.

KEY ELEMENTS OF THE RELATIONSHIP

Personal

- Bluntly Honest
- Respectful
- Invested

Accessible

- Convenient (times and methods)
- Persistent
- Flexible

Useful

- Relevant
- Up-to-date
- Networked

Characteristics of An Effective Specialist

EMBODIES TURNAROUND

- Has demonstrated one turnaround of a school or district and has the ability to speak clearly about the turnaround in detail – particularly with regard to achievement data and strategies versus funding streams or programs.
- Understands the urgent nature of turnaround and is rooted in action versus process.
- Can articulate past failures and mistakes and learning derived from them – in keeping with Twain adage, “I never learned from the mistake I didn’t make.”

CAN BUILD EFFECTIVE RELATIONSHIPS

- Ability to share what he/she knows and help others apply it to situations and personalities that are different. Does this by being a good listener and speaking with the intent of adding value.
- Ability to feel passionate about the success of another person and clearly convey that passion.
- Ability to form a relationship with another person such that he/she can speak bluntly and directly in a way that doesn’t alienate.

HAS KNOWLEDGE AND TOOLS

- Possesses some knowledge and capacity for using technology – both for communication and data analysis.
- Stays current with regard to research and methodologies for teaching and learning as well as leadership. In keeping with this is able to synthesize a broad range of educational approaches versus advocating one based on personal experience.
- Is familiar with current No Child Left Behind legislation and standards-based learning.

UNDERSTANDS RESPONSIBILITY TO SCHOOL TURNAROUND

- Is eager to work within a learning community of Turnaround Specialists.
- Understands the necessity of calling on the National Office if he/she needs assistance or something threatens the viability of hitting targets.
- Is willing and able to work within the School Turnaround framework as an independent thinker - not an independent operator.

What Specialists Do... And Don't Do

It's important to know what you can expect from your Specialist. The most critical thing to understand is that just as no two schools, no two principals are alike – neither are the Turnaround Specialists. They each have different strengths and will openly share these with you.

With that said, there are some things that they are all willing and eager to do to be helpful. Our experience in the field has proven the effectiveness of this list. Though by no means should you consider it complete.

1. Specialists will walk through classrooms with you and provide insights based on what they see. The outside pair of eyes is often helpful – think along the lines of how it's hard to watch your own children grow because you see them every day.
2. Specialists will work with you and your key leadership team to help you become more streamlined, consistent, and effective.
3. Specialists will observe you interact with staff, students, and parents in a variety of settings and give you constructive feedback on how you get information across and how it is received.
4. Specialists will help you work through new ideas – playing devil's advocate, developing thinking and fine-tuning plans for implementation.
5. Specialists will help you analyze data, look for patterns and act or course correct accordingly.
6. Specialists will bring new strategies and knowledge to your school – either from their own experiences or those of other turnaround principals.
7. Specialists will help you work through the tough stuff – never leaving you stranded to figure out the nitty gritty on your own.
8. Specialists will challenge your thinking, speak plainly and bluntly, step back when you need to proceed alone and consistently recognize that all calls are yours to make when all is said and done.

A COUPLE THINGS SPECIALISTS WON'T DO:

1. Go to your district and discuss anything that goes on at your school or with you. This includes any requests you may make to have them do so!
2. Visit your school and spend the day with someone other than you.

Sample Site Report

School _____ Principal _____

Date _____ Visit # _____ Specialist _____

Area of Observation	Key Learning & Accomplishment	What's blocking or Hindering Success	Principal's Commitments	Specialist's Commitment
Targets/Milestones	Targets now set and shared with staff First milestone test administered to 8th grade for reading and math.	Funds to purchase new assessment system for milestone tests are held up at state level. Using old milestone tests not as good a gauge.	Keep pushing the state and district to get those funds released. Make sure company is ready to install under tight timeline.	
Message/Brand	Consistent with prior year – posted throughout building, on bulletins and other print materials, etc.	The second (third!) year of a message people can tend not to feel the initial punch.	Need to find new and exciting ways to get people on board with the message and use it to take school to next level.	
Resource Alignment	The book study group is great. I love the way you've handled getting it going and keeping yourself visibly removed from leading it.	Momentum and time are always blocks to study groups. More importantly is usability. The guided study period is good in theory but you'll need to make sure it's being used to move your students closer to hitting targets.	Everything has to come back to the question of "How does this help us hit our targets?" You should become a broken record asking that of yourself, administrators, teachers and students. Start with guided study!	Jean will be a great help in introducing ways to align content areas to your main tasks.
Data Use	Great job sharing achievement gap information with staff. Door is open now for teachers to come up with ways of closing the gaps.	Difficult to identify bubble kids for targeting given nature of first milestone tests. English Department chair has yet to get tests scored and analyzed.	Have English chair send me scores ASAP. Push the issue of achievement gap and get some strategies into place ASAP.	I'll keep an eye out for research and helpful insights into achievement gap. I'll send my take on bubble students for math and reading.
Successful Classroom Model	Good that you and AP are comfortable with this from the start this year. New discipline system should free up you and AP.	Your new AP has a lot of energy and good curriculum knowledge – he just needs training on this model.	Take AP with you on some walk-thrus and then compare notes like we did with former AP. Then get him going!	Let me know if you need any help with AP and have him feel free to call me if I can be of assistance on this.

Big Concerns



- How to get reliable data that can be useful in making comparisons between milestone tests.
- How to engage sixth and seventh grade so that they understand that they too have a role in the ultimate eighth grade high stakes assessments.
- How to bridge the significant (and growing) racial achievement gap.
- How to enlist everyone in addressing reading concerns.

Big Successes

- Lots of systems in place from last year at the start!
- Teachers are less resistant to the idea of change (which hopefully bodes well for the practice of it!)
- New AP and system for handling discipline should help free up you and Sue.

Communication Log

Principal _____ School _____
Specialist _____ Time Period _____

Date & Time	 or 	Comments & Action Steps

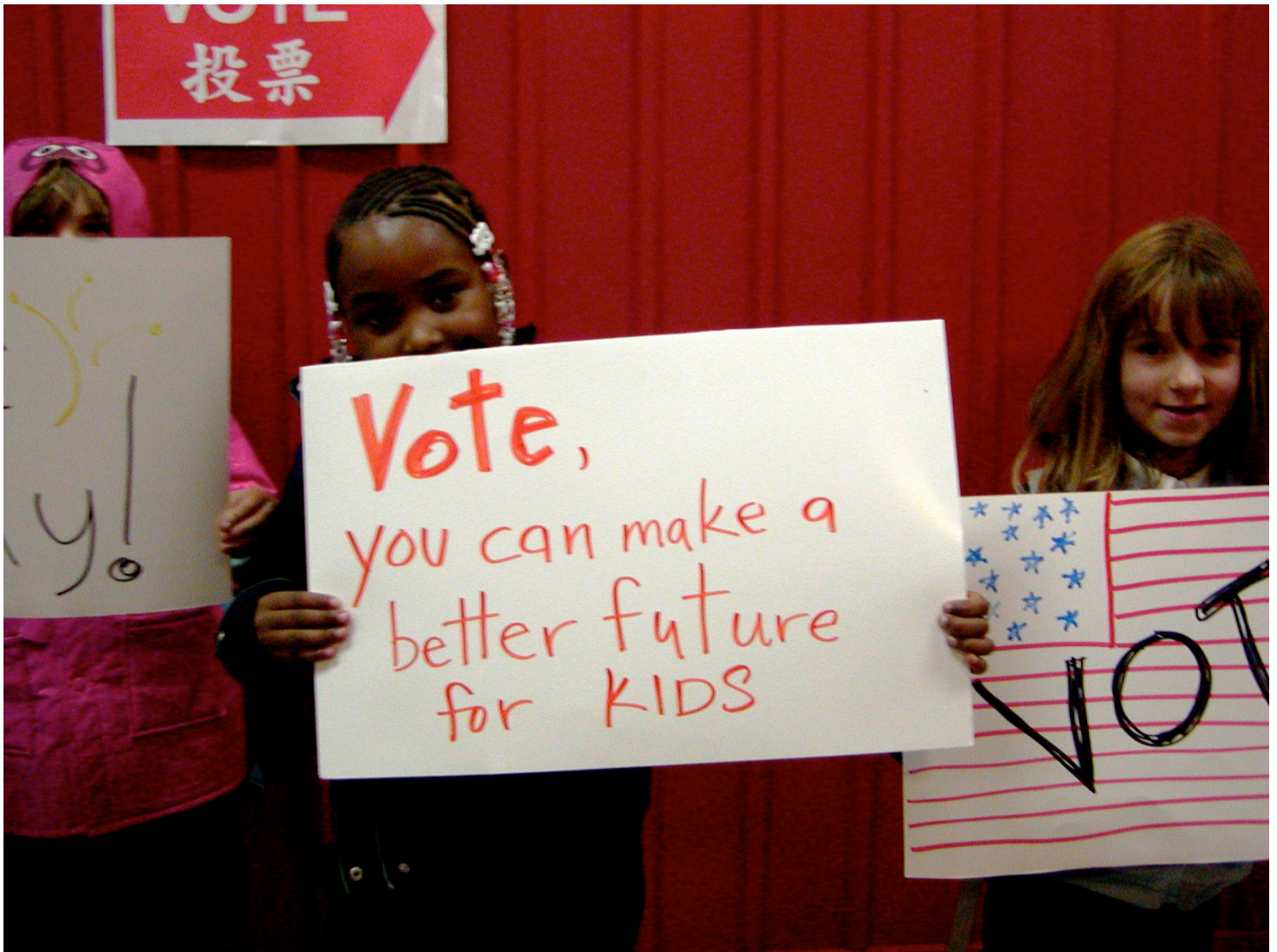
Memorandum of Understanding

The following details the activities that are agreed to by all contracting parties. Parties to this agreement are:

1. School Turnaround (an initiative of The Rensselaerville Institute), with principle offices at 2 Oakwood Place, Delmar, NY 12054
2. _____ School, Address
3. _____ School District, Address

School Turnaround commits to providing the services specified below. The school principal and school district commit to participating fully in these services as specified below.

1. School Turnaround will train and assist each principal and his/her team in diagnosing the school, setting targets, and using strategies to create a turnaround design for meeting the targets set forth in the design by _____.
2. The School Principal will create a Turnaround Design during the Turnaround Conference using district and state input for target setting. This design is to be provided to School Turnaround at the conclusion of the Turnaround Conference.
3. School Turnaround will provide a Turnaround Specialist who will be present at the conference. The Turnaround Specialist and principal will develop a compact outlining the activities and timelines for implementing and revising the design.
4. The Turnaround Specialist and principal shall determine the dates for a minimum of eight site visits. Each site visit will last one full school day in duration and requires the presence of the principal. Furthermore, the Turnaround Specialist will provide a written summary of the visit and next steps to be undertaken as agreed upon by the principal and Specialist.
5. The Turnaround Specialist and School Principal will be in contact with each other on a weekly basis, at minimum, via e-mail or telephone regarding actions and progress toward meeting targets. Scheduled vacations will be the exception. The School Principal will be responsible for responding in verbal or written form to any contact made by the Turnaround Specialist.
6. School Turnaround will host web conferences and teleconferences and will provide technical assistance where necessary. The School Principal will participate in a minimum of three of these virtual conferences and may choose from a variety of topics and dates.
7. School Turnaround will host a Mid-Year Conference in January and an Assessment and Learning Conference in June. Each principal will participate. Meals, lodging, ground transportation, materials, and training are covered by fees outlined in the contract.



TURNAROUND LEADERS

Turnaround Leaders

1. ENERGY

- Stamina and staying power—can get a second wind
- Enthusiasm and optimism
- Passion for achievement
- Motivate others with forward momentum

2. BIAS TO ACT

- Focus on solutions
- Sense of urgency
- Opportunity-driven
- Impatient with another plan, meeting, or committee

3. RESULTS ORIENTATION

- Outcome matters more than process
- Need for achievement (more than power or affiliation)
- Clear and compelling targets for success
- Ability to get and use performance data

4. PERSONAL RESPONSIBILITY

- Take more than fair share of responsibility
- Acknowledge errors and mistakes as basis of learning
- Focus on personal as well as group responsibility
- Look to internal more than external causation

5. INCLINED TO TEAMS

- Seek creation, not agreement
- Form teams from differences, not the like-minded
- Share credit as well as information
- Encourage solutions that meet outcomes

6. EDUCATIONAL KNOW HOW

- Know how to create effective learning in classrooms
- An educational leader more than administrator
- Strong diagnostic and development skills
- Effective at applying curriculum and tools for learning

Turnaround Sparkplugs Overview

Principal Name: _____

On these pages are six characteristics we have found important in individuals who turn around low performance in schools. For each, we list three important dimensions. For each dimension, please circle the number that best fits. To avoid trying to make fine distinctions, we suggest that you first decide if you belong at one end or the other. If not, circle the best middle number. And remember you are trying to profile how you really are – not how you would like to be. That will come next!

ENERGY

Stamina

I have the physical and emotional resources to stick with all tasks. I do not tend to see my energies wane and I can almost always get that “second wind” when I need it.

5	4	3	2	1
That's me!		Sometimes	Not me!	

Enthusiasm/Optimism

I get excited about what we can help kids do and have great faith in my abilities to lead change by example.

5	4	3	2	1
That's me!		Sometimes	Not me!	

Sense of Humor

I find that laughter is a way of relaxing me, not a distraction, and I appreciate ironies and wit in everyday life. Humor tends to rejuvenate me and put things in perspective.

5	4	3	2	1
That's me!		Sometimes	Not me!	

BIAS TO ACTION

Solution-Focused

I get itchy when people keep talking about a problem. I want to deal with solutions, not continue to gripe about how bad things are or might get.

5	4	3	2	1
That's me!	Sometimes			Not me!

Sense of Urgency

I am impatient to get on with solving problems and have little faith that things will work out for the best if we do nothing new.

5	4	3	2	1
That's me!	Sometimes			Not me!

See Opportunity

I can almost always see some window of possibility for fresh action. I seldom feel truly blocked or stymied.

5	4	3	2	1
That's me!	Sometimes			Not me!

RESULTS FOCUS

Need for Achievement

Reaching a finish line is a real "high" for me—generally more so than just being part of a group or a process.

5	4	3	2	1
That's me!	Sometimes			Not me!

Envision Outcome

I tend to see vividly the way things will be here when we achieve a goal—even if it's only in my daydreams. I am very clear on where we are going.

5	4	3	2	1
That's me!	Sometimes			Not me!

Welcome Scorecard

I always like to set targets and to know where my school stands relative to them.

5	4	3	2	1
That's me!	Sometimes			Not me!

PERSONAL RESPONSIBILITY

Admit Mistakes

When something goes wrong, I do not have any trouble in focusing on what I did to cause the problem and what I should do differently next time. Errors are a way to learn.

5	4	3	2	1
That's me!		Sometimes		Not me!

Individual Performance Clarity

I take responsibility for my word. The buck stops with me.

5	4	3	2	1
That's me!		Sometimes		Not me!

Take Responsibility

I do not wait to be given responsibility; whenever I think I can help, I take initiative.

5	4	3	2	1
That's me!		Sometimes		Not me!

USE OF TEAMS

My Weaknesses

I know not just my strengths but my deficiencies. And I defer to others who are strong in areas where I am not.

5	4	3	2	1
That's me!		Sometimes		Not me!

Share Credit

I readily share credit and I am quick to praise others for specific accomplishments. I realize I achieve through others, not by myself.

5	4	3	2	1
That's me!		Sometimes		Not me!

Seek Collaboration

I see teams not as ways to get to agreement, but as a new and better way to create something.

5	4	3	2	1
That's me!		Sometimes		Not me!

CORE EDUCATION KNOW HOW

Leader Role

I want to be seen not as the administrator but as the instructional leader of our building.

5	4	3	2	1
That's me!		Sometimes		Not me!

Effective Classrooms

I know what effective learning is and how to create it in classrooms.

5	4	3	2	1
That's me!		Sometimes		Not me!

Diagnosis

I know how to size up teachers and help them to improve results for their kids.

5	4	3	2	1
That's me!		Sometimes		Not me!

Using The Profile

To look at the picture you are drawing of yourself, first record your circled numbers in the chart below. Then star the one aspect of each characteristic you most want to improve.

ENERGY

	My Rating	Team Rating	Team Rating
Stamina	_____	_____	_____
Enthusiasm/Optimism	_____	_____	_____
Sense of Humor	_____	_____	_____

BIAS TO ACTION

Solution Focused	_____	_____	_____
Sense of Urgency	_____	_____	_____
See Opportunity	_____	_____	_____

RESULTS FOCUS

Need for Achievement	_____	_____	_____
Envision Outcome	_____	_____	_____
Welcome Scorecard	_____	_____	_____

PERSONAL RESPONSIBILITY

Admit Mistakes	_____	_____	_____
Individual Performance Clear	_____	_____	_____
Take Responsibility	_____	_____	_____

USE OF TEAMS

See Strengths in Others	_____	_____	_____
Share Credit	_____	_____	_____
Seek Collaboration	_____	_____	_____

CORE EDUCATION KNOW HOW

Leader Role	_____	_____	_____
Effective Classrooms	_____	_____	_____
Diagnosis:	_____	_____	_____

TOTAL	_____	_____	_____
-------	-------	-------	-------

Where I'm Going

	The Change In Me	What It Will Take
Energy		
Bias to Action		
Results Focus		
Personal Responsibility		
Use of Teams		
Education Know-How		

INNOVATING

Reprint

Summer 2001

Leaders for School Turnaround

By Harold S. Williams

An adaptation from the article “Sparkplugs for Renewal”.

For years, rhetoric about the importance of leaders in education has been belied by practice. Grant-makers, for example, give proposals points for their needs statement, goals articulation, workplan, organizational experience and letters of support. When it comes to the key individuals, in many instances only a job description is needed. As long as people have the right paper credentials (e.g., a masters degree, 20 years’ experience or whatever) they are presumed interchangeable. It is the plan that matters most.

In reality, educational projects, like other ventures, are largely determined by the mettle of the specific individuals who lead them. Plans can specify targets but only individuals can reach them. Think of your own experiences. Consider any example of effective human enterprise—a church, civic organization, organizational bureau, or whatever. Ask yourself why it works so well when compared to others of its kind. The changes are high that the answer is not the presence of a long plan, a big committee, or even an expensive budget. The explanation is probably a person.

You have moved to a new community and want to select the best possible elementary school situation for your kids. You have an appointment with the principal, who tells you all about the curriculum, improvements to the building, school-based management and the vision and mission statement. At first you are impressed. Then you pause to ask yourself: just what is the correlation between these factors and the quality of education my child will receive?

When the door closes on the classroom which would you rather have: the right building or motto or the right teacher?

The Entrepreneurial Context

Most forms of turnaround may usefully be viewed as an entrepreneurial act. Under conditions of uncertainty, an intervention is framed which must be sufficiently strong to surmount obstacles, stretch limited resources, and sustain energy. Entrepreneurs are not needed to carry out the *status quo*. But they are essential when decline must be reversed. Entrepreneurs, simply put, spark change. Because the term “entrepreneurial” can be taken negatively in

education, we close chose a different word for our context: sparkplug.

One useful starting point is the group which makes something of a science of finding entrepreneurs (including those who turnaround failing enterprises) in business. This is the venture capital community. These investors, who are very different from bankers, are presented annually with hundreds of would-be entrepreneurs, each fervently believing that his or her idea will make millions of dollars in short order. They use the results of a number of studies to help them to define and select entrepreneurs.

Most studies are empirical rather than theoretical. They begin by putting successful entrepreneurs in one pile and other individuals in another, then asking, "What's the difference?" Among approximately twenty attributes usually generated by studies of entrepreneurs, here are six distinguishing characteristics that show up most repeatedly in this research.

- *Knowledge and love of their business.* Entrepreneurs are as ordered in content as in method. Most have grown up with a specific area (retail trade, manufacturing, etc.) and gain strength from specific experience, insights, and passion associated with that business area.
- *Excellent use of feedback.* Entrepreneurs in business have often failed at least once before they succeed. But they can relate exactly why and how they failed, and are clear that they would not make the same mistakes again. When people always blame external forces (whether the mail, the environment, luck, "timing" or anything else presumed beyond their control), they have all their mistakes left to make.
- *Divergent in thinking.* One of the greatest challenges for an entrepreneur is the expression, "It can't be done." These people tend to go around problems by finding new routes to old destinations. They have a knack for looking at things in a fresh way. They are as interested in working smart as in working hard.
- *Moderately high risk-taking.* Entrepreneurs are willing and able to invest their own money and their reputation in solving a problem by creating a new solution. At the same time, they wish to ensure that the factors leading to success are under their control, with risks that can be understood. Entrepreneurs, in part because they want to have personal responsibility, tend to operate in that middle ground between certainty and chance. They want to understand the odds, not "bet the farm".
- *Tenacity.* Entrepreneurs are generally characterized by a steadfast determination, which is narrowly and intensely expressed. Entrepreneurs are not out to save the world, but to achieve an important performance target. Their focus is strong and intensive.
- *Optimistic and enthusiastic nature.* Most entrepreneurs are optimistic about what their innovations can do. It is an optimism born in a general rosy faith (everything turns out for the best), but in a conviction that they can pull off their dreams. Indeed, many entrepreneurs are not only optimistic but naively so. They think they can achieve results deemed "impossible". At the same time, their naive optimism is a far greater driver of change in life than is a "realism" that nothing strongly ambitious will generally succeed.

Other studies of entrepreneurs show that social factors can be as important as personal ones. Perhaps the most common such factor is displacement. A surprising number of people become entrepreneurs when they are fired or otherwise dislodged from a comfortable state of being, for example. Others gain freedom from an inheritance or all kids out of the house.

While popular literature tends to romanticize entrepreneurs, those who know them best tell another story. While acknowledging their brilliance and importance, those who fund and work with entrepreneurs find many to be abrasive and even obnoxious. There is a thin line between strong self-confidence and arrogance...between a strong intense focus and an obsession. Bill Gartner (Center of Entrepreneurial Studies, University of Virginia) puts it this way:

The self-made man has a vested interest in being unique, in believing that the organization maker is born and not made. As a result, when he tells the story of success, he always begins with his childhood. (This is an almost foolproof way to tell you've got a self-made man on your hands, the way certain bright plumage marks a species of bird.) When the self-made man offers advice to budding organization makers the advice is always to be "be like me".

Most entrepreneurs are neither compliant nor dutiful!

Entrepreneurs Beyond Business

From our work with a variety of public benefit projects including education, we have come to the conclusion that the traits found in effective public service sparkplugs are remarkably similar to their entrepreneurial counterparts in business. And the available literature on the subject agrees. Here is a short list of eight factors often found in individuals deemed highly effective at what we might call social benefit entrepreneurship. This, like the above traits of business entrepreneurs, helps us lay the foundation for defining leaders for School Turnaround. The passages are quotes from individuals captured in a fascinating book by Bill Berkowitz called Local Heroes (Lexington Books, 1987) which profiles such people as Phyllis and David York, founders of Tough Love, and Candy Lightner, who founded MADD (Mothers Against Drunk Driving).

1. The source of the entrepreneurial act is a person. None of these acts grew out of a committee or a report or a needs assessment. Or a grant! Indeed, most started on a timely shoestring...with far less money than most established social service agencies get for even one project.

So I was in that slump of just arriving home, and I went for the phone, picked it up, and started calling local convalescent homes and said,, "a performer, and I" interested to know if you'd like to have some music brought for no cost..."

If you don't try out ideas, they rest with you for the rest of your life. They rest in the back burner area, and you find yourself talking to your children about what you could have done. And that in itself should be enough to kick you into action.

They never were interested. "I'm too busy with something else." "I want to be with my grandchildren," "I want to take trip to Europe." They weren't interested. People that I considered my bosom friends—not interested. And I said, well if there's nobody else that will do it, I'll have to do it myself.

2. Personal enthusiasm proves vital. Energy can be born in outrage just as readily as in pleasure. In either event, enthusiasm is inherent not in the idea but in the person who pursues it.

I will hook people. I'll talk them into it. I'll con them into doing something that they don't really... 'cause I can beat them down, with sheer enthusiasm. Back in the privacy of their room, they're not sure they want to do it at all. And I've overdone it a couple of times, on that basis. You know what I mean, I've carried them along or swept them along with my enthusiasm, or excitement about doing something.

I have this vision of little green men coming down to this planet, and visiting us and looking around. Seeing these people—perfectly able-bodied people, all their hands and all their facilities about them; eager, capable, intelligent, skilled—sitting around and not doing a damn thing because nobody's paying them a dollar. It doesn't make sense. And you take it from there, you know. There's got to be some way. You can't be hypnotized by the green stuff...

3. The structures for action are straightforward. There is a simple clarity about fundamentals and core assumptions.

My main premise was that people who are isolated and lonely probably would like some music, and joy in their life. Everything I saw verified that. I wasn't discussing it with anyone yet, so everything I saw was from a very pure solo point of view.

You know, the flowers, if you look at them, it just sort of calms you down. I see people walking there on the street. I see the young people, I don't hear a whole lot of carryin' on or loud noise; maybe they do it somewhere else. It's just not as loud as it used to be; it's really not.

I believe that we need to do more physical work: families do; community groups do. The crazy class system that we have—we have an educated type that never gets its hands dirty—is I think terrible, destructive both for that person and for all the other people that just do the manual work all the time.

4. The sparkplug often is outside the professional mainstream. Indeed, in many cases, he or she is clearly at odds with traditional service delivery systems.

Professionalism is a decision by a society to give more resources to fewer people. It is to say that one does better by developing a cadre of people with special skills,

instead of dispensing those resources over a broader number, giving everybody a certain modicum of those skills. Lawyers have a monopoly on dispute resolution. Doctors have a monopoly on anything to do with medicine.

People like that seem a little strange, and maybe threatening. They're so on fire, so apostolic, that they won't fit well into the department or the agency team. We don't want their waves in our boats. High excitement, in the sense of full-bore passionate excitement, risks both professional and personal costs, for an implicit but powerful part of our professional ethos is not to get too charged up, but instead to be well-mannered, to hold excitement down.

5. These people are local, not national. Indeed, their strength comes from fully understanding and being anchored in local dynamics, not in seeing a project as a stepping stone to national visibility or broader networking.

I took it just as a challenge, almost like working on a puzzle. I was convinced from my analysis that it just had to work. And since we had no model, we had to figure out as we went along. It was just something that was due for its time. We started from scratch. I got someone who had an office with a room they weren't using, and they let me use the room. I didn't want to charge for people to belong to the system, because I figured they don't know whether it's going to be of advantage to them or not, so I just put my time in on it. For three years I put in five hours a day running the thing, running the exchange.

After the first play, we had to take ourselves seriously. Somehow we had done something, and now you have to do it again. And that was very fear-inspiring, because it was kind of like, well, we pulled it off once, that's kind of lucky, maybe we should stop right there.

6. A crisis often triggers the action. Phyllis and David York started Tough Love after personal experiences with teenagers; Lois Gibbs started Citizen's Clearinghouse for Hazardous Waste after living at Love Canal. These people are not constant entrepreneurs; rather, they become entrepreneurs when and where necessary.

We said, this what happened, our daughter's in jail, would you help us out, would you go see her? Please go down and see here, please see what we can do, what we need. That kind of thing, 'cause we're doing everything wrong'. So that's what they did. They went out and did actual work. They didn't sit and talk.

When I first started MADD five years ago after Cari was killed, I had no idea what I was going to do. I didn't think in terms of legislation, I only knew that I did hurt, and people needed to know about this problem, and other children perhaps would be saved.

7. Moral and spiritual values are one wellspring. For many, moral convictions—generally of an explicit and often religiously based character—go even deeper than the most consuming of projects. More important they precede the project.

I was going through your questions and I kept getting back to the Jesuit spirituality. What is it really in life that you're looking for? (softly) The only important thing worth doing in life is being a saint (with passion). That's the only thing worth living for. I can't go out and say that I mean, I can say it, but you can't say to people, (whispers) "What is it really that makes you tick, Quayle?" "I want to be a saint." Because it's the only thing to be; nothing else matters. ...you wake up in the morning, with ideas that are gifts, and with hope that's a gift, and with energy that's a gift, and with enthusiasm, that's a gift, and go out and work on that and give it back (laughs softly).

8. Laughter is important. While the mission is serious, effective entrepreneurs tend to live life to its fullest and part of their zest is a sense of humor. It is expressed not so much the hearty laugh as the ability to see wit, irony, and other kinds of humor in the midst of serious business.

The pacing and the humor. The fun. I would say they're the critical elements. In the early days we used to go to the horse races. We'd just close down St. Ambrose on Wednesdays. We'd say, "Oh shit, let's go to the track tomorrow. Put the phone on hold, Anna, we're not coming in tomorrow. We're all going to the track."

Well, my wife Pat and I sort of came up with the idea—I don't remember how except probably just talking about it—we thought we should have some celebration of this phenomenon. The humor of it seemed to be a natural, and it seemed to be a nice idea to celebrate the wackiness of it and have a good time. So we just started making lists of contests—we sort of fantasized about this festival, without really ever thinking that it could happen.

The entrepreneur in business and the sparkplug for School Turnaround share many characteristics. But note the many areas in which research is silent for both profit and non-profit applications. Entrepreneurs are not necessarily old or young, first born or last. They are not extroverts or introverts, poor or rich, highly educated or illiterate. Those and hundreds of other factors are simply not found to be associated with those who lead entrepreneurial acts. This should not surprise us since such measures are largely input factors and the focus of people who find and bet on entrepreneurs is on what comes out. When all is said and done, sparkplugs anywhere are defined much less by who they are or even what they believe than by what they achieve.

A number of questions remain about the source of these factors and even their precise meaning. Is tenacity or enthusiasm a part of one's core personality? Are we born with these traits or are they learned? Are sparkplugs better explained by their values or their habits? It is very difficult to answer such questions. But, thankfully, it is not necessary. We may think of these kinds of characteristics as dispositions or tendencies. A person is or is not disposed to show a great deal of energy...a tendency to seeing the positive side of things. In many cases, the definitions may be difficult but the distinctions are not.

Characteristics of School Turnaround Leaders

Since not all sparkplugs work equally well in all engines, we must focus specifically on principals who can lead effective turnarounds as one kind of entrepreneurial individual with specific opportunities and constraints. Examples of opportunity include more resources than are typically available in a failing business. Constraints include an inability to shut down a failing division or to quickly make personnel changes.

Here are six factors that appear strongly associated with those individuals who have turned around failing schools: 1) energy; 2) a bias toward action; 3) a results orientation; 4) personal responsibility, 5) desire for teamwork and 6) core educational know-how. In each case, we think of the factor, not as a personality trait, but simply as a general tendency or disposition that can be defined in behavioral terms with indicators to signify its presence. We also add a few cautions for each.

1. **Energy.** Energy in our terms is the scarce resource that brings a plan to life. It brings drive, motivation, work, and an ability to stay the course. Further, this is the commodity that not only “winds up” the leader but proves a galvanizing force to get and keep the involvement of others. Without strong human energy many projects will begin...but few will finish.

Indicators of energy:

- Reasonable physical condition. The mind must be willing...but the body must also be able. This is not, however, a matter of brawn or even overall health. The question is the stamina needed for a given project.
- Enthusiasm, optimism, self-confidence. While pessimists occasionally have strong energy, theirs is devoted to criticizing and tolerating conditions, not changing them.
- Sense of humor. Humor is one basis for both renewal and for insight. We have in mind not the practical or bawdy jokester but the person who sees humor and irony in situations. Most especially they can laugh at themselves.

Cautions:

- Energy can take quiet as well as frenetic forms. Remember “The Little Engine that Could?”
- Some forms of human energy remain dispersed and diffuse, as in “nervous energy.” We are looking for the person who can harness energy in a specific direction to achieve intensity and duration.
- Optimism should not be confused with boosterism. For our sparkplugs, it is less a matter that “all works out for the best” than that they are confident of achievement.

2. **A Bias Toward Action.** Many people are at heart critics, planners, or observers. Our sparkplugs are actors. They want to solve a problem, not bemoan or even fully define it. Further, they favor stopping the preparations at some early point in order to get underway. This orientation is required given the tendency of so many educational projects to favor prolonged preparations. This is frequently encouraged by funders who want a detailed needs statement or a feasibility study as well as widespread “involvement” and letters of support.

Indicators of the Action Bias:

- A focus on solving a problem rather than discussing it. Most people remain problem-centered.
- A sense of urgency. A person who believes that next year or even next month is as good a time as now to begin is unlikely to hold a strong action premise.
- A focus on opportunities. A person who sees opportunities as well as obstacles is more likely to be ready to act.

Cautions:

- We are looking for the person who pivots from problem to solution, not for the person who simply shows the most impatience.
- We are looking for the sparkplug’s clarity on what should be done—not initially on whether we happen to agree with that proposed approach.

3. **A Results Orientation.** Effective sparkplugs are those who believe that the outcome, not the process, is what matters most. They define and believe in achievement and are turned-on by the challenge of a finish line. This orientation helps to overcome the emphasis on process while giving a strong and intense focus.

Indicators of a Results Orientation:

- A sense of achievement. Many people have great needs for power or affiliation. Our turnaround sparkplugs have a stronger need for achievement than they do for exerting control or being well liked by everyone. Turnaround leaders stand up for their programs under fire.
- Some competitive instincts. In many instances achievement is defined as a competition, if not with what other communities or state government might attain then as internal competition to set the best target or get the best deal.
- Desire to keep score. Those preoccupied with setting and hitting a target will want a way to know where they stand.

Cautions:

- A results focus is not necessarily “bean counting.” Many results have strong qualitative

dimensions and most have some clear threshold of success rather than a range of results which must be measured.

- There is a profound difference between setting a target in advance of a project and defining achievement at the endpoint. Those with specific targets outperform those who pledge best efforts. We look not for those who say, “I’ll try hard,” but rather, “I’ll *do* it.”

4. **Personal Responsibility.** Most of us are great at accepting praise for success but are quick to blame outside forces—fate, luck, the weather, others—when things go wrong. Sparkplugs believe that people own the consequences of their own behavior in bad times as well as good ones. As a result, they are excellent learners who can make needed course corrections.

Indicators of personal responsibility:

- Ability to acknowledge error and mistake as the essential basis for behavior change.
- A focus on personal as much as on group accountability. We look for people who have no inclination to let themselves or others hide their personal responsibilities within collective action.
- A belief that responsibility is not something that you are delegated by a group or organization but something that you assume whenever you can see how you can contribute.

Cautions:

- There is a difference between taking responsibility and taking credit. Our sparkplugs tend to see victory as happening because a variety of people each take responsibility and share the credit.
- While effective community entrepreneurs focus on what everyone can do better, they are much less interested in blame or in full explanation than in improvement. To them, a well-documented failure is far less useful than an imperfectly understood success!

5. **Desire for Teamwork.** While entrepreneurs in business may go it alone, those in schools have no such luxury. They are invariably dependent on other people and forces whose cooperation is critical. The concept of a team brings the full set of needed leadership skills, as well as the full compliment of “people power” to get the job done.

Indicators of a Desire for Teamwork:

- An ability to see clearly both personal weaknesses and strengths as well as to seek out other lead people who have different talents to compensate.
- A willingness to share information and influence, to give credit to others and to accept more than one’s share of blame.

- A tendency to see interdependence more than either independence or dependence in relationships with other people.

Cautions:

- A team is not simply a group of people with a common interest. For turnaround leaders, the team is the essential mechanism or means to the project's end.
- Great teams build on differences, not similarities. If five people think alike, four may be redundant!

6. Core Educational Know-How. As in business or anywhere else, successful leaders know and love what they do. It is not simply that they have academic or management knowledge but that they—personally—know what it takes to create learning and be seen as an educational leader. Indeed, they lead by example, modeling good classroom teaching, for example.

Indicators of Core Educational Know-How

- Successful experience at creating effective learning.
- Knowledge of curriculum and available tools and programs.
- Diagnostic and personal development skills—and the ability to size up the current skill set of teachers and others and to help people get better at their craft quickly.

Cautions:

- Educational know-how is not a matter of degrees or theory. It is a matter of what a person can practically achieve that promotes learning in a school, not how much they know.
- “Years of experience” is also a poor predictor of know-how. Experience can as likely be a bad experience as a good experience.

That's the picture of sparkplug leaders who turnaround failing schools as we see it. Are you in it?



TURNAROUND DESIGN

Turnaround Design Guidelines

GETTING STARTED ON THE DESIGN

Guidelines:

1. Be strategic: Strategy offers comparative advantage to all other steps you might take. It allows you to be highly focused and always purposeful. You know how and why you spend your time as you do. And it forces you to look at opportunity.
2. Be interventionist: At critical points, plan to come in very firmly and with things that are markedly different than the status quo. You need to unfreeze and “shake up” current realities as the basis for changing things. Also remember your freedom to make changes is highest at point of entry—not later when you, too, are normed on the way things are.
3. Be a tool: Think carefully about how you are perceived as a leader and the difference that will make. Providing faith that change will happen and the energy and capacity to get there are key roles. But make your persona consistent with your personality or it won’t hold up.
4. Be Innovative: Innovators are different from inventors. Never try to create something that already exists. You can adapt far quicker than you can build from scratch. Turnaround need not reinvent any wheels. And don’t think you have to be perfect to start. Try things and build on what works. Use early action to separate doers from complainers, and to test critical assumptions.
5. Be an early winner: To sustain energy you need some early victories that build enthusiasm and credibility. Don’t start in a remedial mode. Go with those people and ideas most likely to work. Build on success.
6. Be a progress charter: You cannot afford to wait a year or even a half-year to find if the new textbook helped raised test scores. You need to establish milestones that show progress toward a target that can be tracked as you proceed.

STRATEGY ONE: DIAGNOSIS

Guidelines:

1. Be quick, honest, personal and data-driven. In this case the process really counts – because you don’t want to get bogged down in it! How you personally go about diagnosing what’s going on at your school will determine how quickly, effectively and intelligently you and your staff can move on to making positive changes.
2. Diagnosing your school.
 - What’s Wrong? Stick with the facts related to performance. Be as tangible and concrete as you can – staying away from those elusive words like “morale” and “culture”. Focus on performance and the indicators by which you judge success.
 - What’s Trending? Now that you know where you are – figure out what movement has gotten you there. Is this how it’s been for awhile? Is this the result of a consistent decline? Does this represent a sharp change – either for the better or the worse? Where possible graph the trends. A visual representation will help you and others who need proof of your diagnosis. It will also help you predict

where things are going without any kind of intervention.

- What Blocks High Performance? Operate under the assumption that kids can learn. So what's blocking that here? Make two lists – one of internal factors and the other of external factors. Within those two lists, consider which are structural issues and which are interpersonal /personal issues. Knowing the difference will be key to how you respond.
- Potential Blockers: community connections/program, curriculum materials, instruction (methodology & practice), professional development, imported programs (learning, culture, process, etc.), relationship with district office, parent engagement, performance assessment of staff, resource issues, schedule and time, policy and procedure (school & district), staff selection and retention, support services.

STRATEGY TWO: TARGET-SETTING

Guidelines:

1. Set targets that will be widely seen as constituting turnaround success. In general these should deal with test scores, not with rates of absenteeism, discipline, or other factors that may well effect academic performance but must be its equivalent. If failure is defined by the state or your district in specific performance terms, you must focus there, of course.
2. Limit your targets to those most critical to achieve. For example, if your state bases academic achievement on tests taken in certain grade levels, target just those grade levels to get started. You can expand to other grades later. And overall, don't shoot for the moon. You can't do it all in one year.
3. Set targets relative to a baseline. Two baselines are equally important. The first is how you performed in the target area last year. The second is how you are predicted to perform without a turnaround intervention next year.
4. Keep in mind the trends. This builds on the analysis in your diagnosis. If, for example, the targeted test scores trended upward 5% for each of the past four years, a target of 5% increase would not appear to be anything more than what you would achieve in any event. On the other hand, if scores dropped 15% for the past two years, just getting them to hold even with last year might be a significant improvement over what would have happened without a turnaround.

STRATEGY THREE: DATA USE

Guidelines:

1. Analysis: What do all these numbers mean? You've already used available data to help you diagnose the problems in your school and you've also relied on it to set the targets for achievement. Now it's time to take a much closer look at what the data is saying to you not in terms of trends or generalities about your school – but about the specific classes and students. It's important here to be critical, manipulative and thoughtful about what you are doing.
 - Address your target audience first. Now that you know what your targets are, it's time to be sure you know the target audience – your students. How many are their, how many of them are already

- helping you meet targets, how many are close (above and below) and how many fall way short. Attach names to these numbers – they'll mean a lot more to you and your staff.
 - What kind of movement do you need? Figure out how many students you need to move to meet your target (be sure to include a buffer). Don't forget their names!
2. Use: Who uses the data and how? Once the data means something to you and the core people that have helped you analyze it, you've got to put it into use. This means getting it out to all the people for who it has meaning – everybody! They need to be clued in and in gentle or forceful ways held accountable for the new knowledge and plans that you are sharing with them. The important thing here is changing the entire school community's perception of data as simply a demoralizing evaluation of achievement into a tool that will assist members in meeting the target.

STRATEGY FOUR: MESSAGE AND BRAND

Guidelines:

1. What's Your Message?
 - Pare it down. Check yourself over and over again here. Will people be able to remember this message? Will you remember it? Unless it's going to be spoken, heard and remembered – then it's too complex, long or unfocussed. Also – beware of jargon and phrases that are tired and worn.
 - Keep it in the affirmative. Too often we talk about the possibilities or the potential for children - e.g. "All children can learn". These do nothing to assure people of what will happen.
 - What creates urgency and the imperative for action? Often, turning up the heat on the issues is the best approach. Turnaround leaders have a message-opener that reflects animation from unrest at the way things are. The vision or outcome should be compelling but must not be long or wordsmithed.
2. What's your brand? Your messages can be communicated through charts and graphs and memos. But the way that really counts is your own behavior. Think about how you will do the following:
 - Walk through the building
 - Offer help to staff, students, parents
 - What meetings you will attend – and what your role will be at them
 - Start the school day
 - Celebrate learning
 - Talk to staff, students, parents
 - Decide where you spend your day

STRATEGY FIVE: RESOURCE ALIGNMENT

Guidelines:

1. Know your resources. Before you can realign existing resources or seek out new ones – you have to know how well you are using existing ones. Start with the most obvious. What already connects with

your target? Pick the few best ones. What doesn't connect at all with your target? Again, pick just a few to get you started.

2. Strip away what is not aligned and cannot be aligned to the targets you have set. You may find beloved arts programs or community offerings that do not support what you are set on achieving and are inflexible about realignment. In many cases this may be painful for you or others – especially when schools feel desperate for resources. Go back to the old adage “if you're not part of the solution then you're part of the problem.”
3. Re-position resources to support your target. The many resources that you identified as useful or potentially useful may need to shift slightly or significantly in focus. Take a look at the lunch ladies who might be able to talk with students about what they read at home. Re-program the school schedule so staff has time to work together on bigger issues of curriculum development or receive professional assistance. This need not be threatening because it involves adjusting resources versus eliminating them – personnel in particular will be happy about that! The key here is to emphasize the importance of new roles in achieving the common goal.
4. Seek out what's missing. After paring down and re-tooling your resources so that they make sense and are maximized, you may still find things that are missing. Consider a few quick and dirty ways to obtain needed resources without the time-consuming process of major grant-writing initiatives. First, if you've elected to give up or turn down resources, see if your district or a colleague will swap with you. You may even do this at a loss in order to simply get something instead of nothing. Look for small grant opportunities or funding sources that often go untapped and fund individual things that you need instead of looking for money for sweeping initiatives.

STRATEGY SIX: SUCCESSFUL CLASSROOMS

Guidelines:

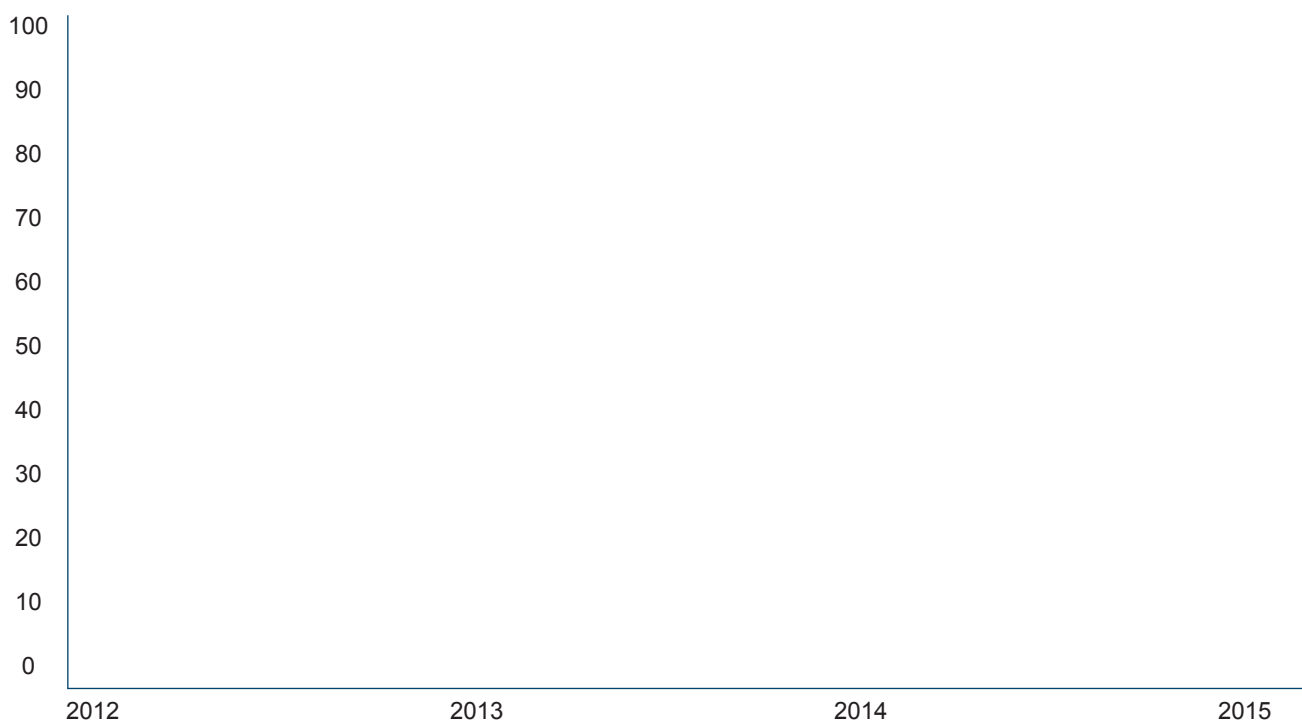
1. Help. Before getting started think about an instance when someone helped you. What was that like? How does that inform what help should look like in your school?
2. A consistent and coherent set of understandings about successful classrooms. This doesn't happen on its own and it's a mistake to think that what is common sense to you is in the minds of others. Setting up some nuts and bolts discussions of what the common elements that cause and reflect learning is critical before you go in and start looking for evidence of it.
3. What's your system for helping classrooms? Remember that this isn't about you going in and learning things for your own edification. Nor is it about you going in and taking over the class that most frustrates you. It's the messier task of figuring out a framework that enables (and on tough days – forces!) you to help.
4. You need back-up for your system. We all know which road is paved with good intentions. How will you and your administrative team stick to it? Who will help you?
5. What's your feedback loop? In order to help teachers you will need a consistent and efficient way of getting information, guidance and assistance back to them. Finding ways to celebrate innovation is a good way to keep others motivated.

The Turnaround Design Workbook

DIAGNOSIS

What's Wrong? (equity gaps for gender, race, language, poverty, content area, grade levels, etc.)

What's Trending? (plot your trend lines for key areas)



What Blocks High Performance?

EXTERNAL FACTORS	
Structural	(Inter)Personal

INTERNAL FACTORS	
Structural	(Inter)Personal

TARGET SETTING WORKSHEET

School:
Principal:

Grade Level	2013-14 %\# Passing	2014-15 Cohort %\# Passing	# Passing (incoming) + # Targeted to Pass = # 2014-15 Target	2014-15 Target %\# Passing

Grade Level	2013-14 %\# Passing	2014-15 Cohort %\# Passing	# Passing (incoming) + # Targeted to Pass = # 2014-15 Target	2014-15 Target %\# Passing

Unpacking the Targets

What are your gap-closing targets? (gender, race, language, poverty)

How and when will you set targets by individual class?

How and when will you set targets by individual student?

MESSAGE AND BRAND

What's Your Message?

What's Your Brand? (what do you want people to say about you)

How will you establish BOTH?

DATA USE

PROFESSIONAL DEVELOPMENT

What do teachers need to UNDERSTAND & USE data?
When and how will you provide this?

TARGET STUDENTS

How will you determine the skills/strategies these students need?
When and how will you provide this?

INTERVENTION STUDENTS

How will you determine the remediation these students need?
When and how will you provide this?

PARENT SUPPORT

How will you make parents aware of their children's needs?
How will you help parents help their children?

RESOURCES (see the master list for this section)

Which five resources are MOST critical for hitting your target?
1.
2.
3.
4.
5.

Which five resources are LEAST helpful for hitting your target?
1.
2.
3.
4.
5.

Tackle **one** thing in each critical area that you can realign to hit your targets. Carefully define how you will go about doing this and who it will affect. What are the outcomes you anticipate by making this happen?

Community / Parent

Time (THINK BIG!)

Programs (curricular, community, after-school, Title-1, etc.)

Facilities (classrooms, building, lunchroom, yard, labs, etc.)

People (positions, expertise, etc.)

SUCCESSFUL CLASSROOMS

What does it mean for you to be helpful? What should it mean? What should it look like in classrooms? Team meetings? Faculty meetings?

How will you professionally develop teachers in a model for successful classrooms?

What kind of system will you set up so that you and your administrative team are spending constructive time in classrooms?

What kind of “back-up” will you have to make sure you get to stick to your classroom visits?

What will your feedback loop be and how will you capitalize on it?

“TOP TEN LIST” FOR TURNAROUND...

What's the Action?	Who Will Do It?	When Will It Be Done?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



STRATEGY ONE DIAGNOSIS

ANNOTATED VERSION

Strategy One: Diagnosis

When diagnosing what's preventing your students' high performance, it's useful to think of the medical analogy. When a patient is ill it's important to have an accurate diagnosis. Think of all the education programs that offer services and support without any idea of the particular situation or circumstances regarding low performance at a given school. Would you want a doctor to prescribe medicine – or worse, surgery! – without an examination first? On the other hand, when a patient is critical, time is of the essence. If you wait for all the information you need you are likely to lose the opportunity to make a good decision. Colin Powell has said that he strives to get about 40-50% of the information he needs and then he makes a decision. A second opinion is wise; a committee vote is disastrous.

1. Be quick. Many diagnoses of a given setting are done in an hour or less. Exhaustive study is not needed to spot trends and vulnerabilities in a school—any more than a business Specialist needs great time to find the issues with a failing company.

A school leader entering a classroom looks for energy level, degree students are engaged, and extent to which content is progressive—moving forward rather than churning content. Try sitting on the floor to fully sense the room as a kid listening to a story gets it. Join a lab table and get a feel for experiments underway. Count the kids clearly tuning out. You can also compress time in considering written information.

2. Be honest. Most failing businesses have deluded themselves with rationales and explanations for why things are bad.

A common failing is to blame the customers or the bank. You must be very honest in locating your school where it is and know that explanation often clouds description. Such a thin line separates rationale from rationalization! Avoid boosterism of the “we are getting better and better every day” variety. You are not speaking to the PTA or the Rotary Club. You are talking to yourself. That is especially important when you turn to sizing up your abilities as part of the diagnosis.

3. Be personal. You are not looking for a consensus on the problem any more than a doctor polls the staff before defining a brain injury. You are looking for a way forward.

A starting assumption is that everyone is part of the problem. You are the one to determine if and how they can become part of the solution. Turnaround is an entrepreneurial act based less on objective facts and opinions and more on subjective and incisive insight. A key reason is your intense solution focus. Your insight will build as you constantly look from problem to opportunity.

4. Be data-informed. While you want to be quick, you also want to be thorough. Look intensively at all available information and insist that you go deep enough to see degree of variation.

Districts vary by school and schools vary by class. A school where all randomly assigned 4th grade classes are performing equally poorly is very different from one in which half the classes are testing great and half lousy.

Diagnosis has two parts. The first is a diagnosis of what's wrong in the school. The second is a look at yourself and any turnaround partners, where you are looking for strengths and gaps.

Diagnosing Your School

1. What's wrong? Literally make a list of all low performances that you want to change. You are not looking for a set of problems (e.g., low morale) or a set of needs (e.g., all we need is more computers.) You are listing those metrics and indicators that, if changed, would constitute turnaround.

At this point, do not worry about what performances might be cause or effect. Just list the “presenting facts” or other forms of current performance that you most want to change.

What's trending? Problems in schools as in business have a past. Draw your trend lines over a 5-10 year period. Consider your “What's Wrong” factors and the lines you have drawn to answer two questions: *Some entered gradually, such as out-migration of a middle class in the neighborhood. Others came much more quickly, precipitated by a change in school board or leader, or perhaps a taxpayer revolt. In some cases, a school is now “flat” in terms of performance. In others it is in a state of decline. The consequences differ greatly; in the former stability is the problem, in the latter the first part of a solution. You need not use great detail and this exercise can be very abbreviated for a school level.*

- What are the trends and patterns? In some cases trends are clear and in others the ups and downs (especially in smaller schools) may be just the natural differences among students.
 - What trend in performance would you forecast over the next few years if nothing major changes? Start with a simple projection of what is now happening, whether stagnation or a positive or negative trend and degree of slope. This becomes one part of your rationale for intervention—the absence of intervention baseline.
2. What blocks high performance? Pessimists ask what explains low performance. Optimists ask what blocks it. The assumption is that kids can learn and adults can create institutions, which enable learning. So what blocks that here?

Consider both external and internal factors. External factors are those not controlled by or in the school: demographics, the political landscape, health status of students and families, community-based organizations. Internal factors include curriculum and instruction, labor requirements, security and everything else controlled within the school.

Also consider the difference between structural and personal/interpersonal factors. Structural factors are defined as those which prevail regardless of individuals who fall within them. Personal and interpersonal factors are those created by the particular individuals rather than by systems.

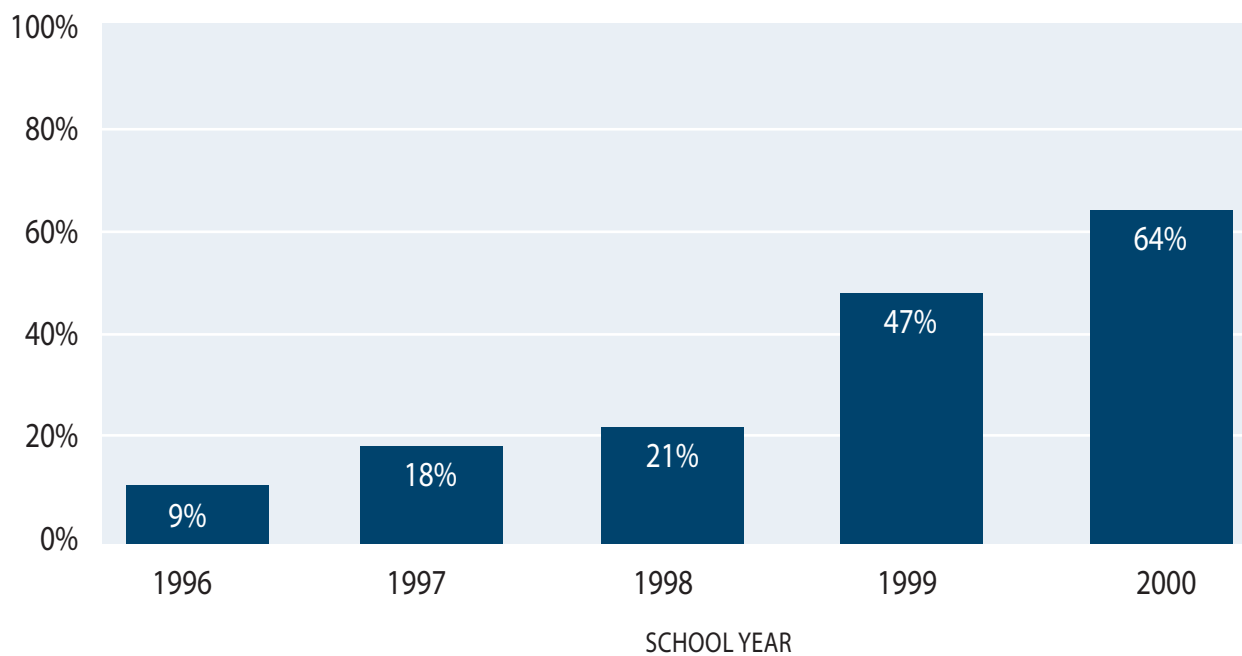
Variations in performance by teachers who all use the same instruction guidelines are an example. In most schools, “culture” and “morale” are an interpersonal factor—anchored in a particular set of people whose interactions set if not control the norms. This distinction is critical in that you cannot solve structural problems by getting new people.

The distinction is critical to knowing how to respond. If the political landscape is a structural problem (e.g., due to the structure of the city council) one would respond quite differently than if sized up as a personal factor (e.g., the particular individuals occupying positions and their individual idiosyncrasies.)

You will want to look for blockers in these areas:

- *Community based connections and relevant programs*
- *Curriculum and instruction*
- *Human development of staff*
- *Imported Programs*
- *Level of support from central administration*
- *Parent engagement*
- *Performance assessment and learning for all staff*
- *Resource issues*
- *Schedule, procedures and other major processes*
- *Staff selection and retention*
- *Support services (e.g., cafeteria, security)*

Percentage of Students Reading on Grade Level





STRATEGY TWO TARGETS

ANNOTATED VERSION

Strategy Two: Targets

OUTCOME FRAMEWORKS

A great amount of activity in all organizations is hallowed far more by tradition than by effectiveness. In social and human services, for example, there is always room for another counseling program, another resource directory, more workshops. If people do not seem to get tangibly better that's just the way life goes.

Outcome frameworks start with the result – real clarity on what is to be achieved. They then insure that all activity is on the success path.

Experience is clear: people with targets outperform those who pledge best efforts to do better. One reason is that with the best efforts approach, we tend to hallow the activity (e.g. certain instructional practices) and let the results vary (too bad test scores did not go up, but we know this was valuable none the less). With targets, one sticks to the results and takes permission to change the activity.

Note that having a clear and high success target is what causes intervention. Indeed, it is what makes strategy relevant: you can't achieve the result without doing things differently. When Herb Kelleher founded the only profitable airline in the US – Southwest – he did not want to be 10% cheaper than his competitors. He wanted to be cheaper than the bus between Dallas and Houston! He later said that this strong target was what forced Southwest to get out of the box and be a strong innovator for success.

PERFORMANCE TARGETS

High performing non-profit organizations have discovered that nothing helps to increase performance more than targets set for activities. One reason why targets help is that they literally provide the aiming point. Without a target, most of us hallow the process and let the results fall where they may

- Offer straight forward statements about results rather than activities: *Of the 40 kids we mentor at least 30 will read at least one grade level higher by next June.*
- Are set at sufficiently high levels that they motivate everyone to do some things differently: *Last year we had a 35% gap between our African-American students and our white students. This year we will reduce that gap by half.*
- At the same time, are set at levels that can be achieved: *Last year only 55% of our kids were reading on level. If we can increase that to 70% this year and keep up that momentum, in three years all of our kids will be reading at grade level.*
- Are "co-owned" by everyone who must change his or her behavior: *Not only will we as the adults have targets, but each student will have his or her own target for how much they want to achieve this year.*
- Get set relative to a baseline of what would have happened without the program: *For the last six years we have been improving by 3-4% each year. This year we're going to do enough things differently that we will improve by 15%.*
- Represent personal commitments, not just general hope or aspiration: *"I commit to achieving the target - and if we don't hit it, you can come knocking on my door."*

Review this list with group. For example, focus on importance of trends as the baseline, noting that if a school has been improving at a rate of 10% a year, a 10% target represents what would have happened without the program. On the other hand, if the school has been declining by 10% annually, a score that is the same as the previous year is actually 10% stronger than what would reasonably have been predicted to happen.

The following pages review:

- *Outcomes and education—and their sometimes dubious connection!*

Ask principals if they can think of something that someone tried to “sell them” without any clarity on results in terms of academic achievement—or something they have simply seen. Then review this sheet, highlighting a few points.

- *The meaning of milestones—vs. work plans (what kids get vs. what you teach)*

Point out that milestones are how you know a kid is learning. Practice tests are one good way. At the same time, you have to know what progress is reasonable. A practice test on easy stuff should show higher achievement than one on hard material, for example. Note that with good milestones, no teacher or principal should be surprised at how their kids do on final tests.

- *A broader look at outcome tools and concepts*

Focus on the mistake of institutionalizing rather than energizing. Speak of the energy audit used by The Institute as a way to help organizations define the sources, distribution, and application of net positive energy. Also, speak to plans and how rarely they contain real strategy or excitement for anyone.

- *Let’s take a look at how you define targets in your turnaround design workbook.*

Review the format for targets, noting that a percent has to be defined as a number to make it not only real but more doable for teachers (e.g., you can hit your share of the target by moving just four (or whatever) students!)

MILESTONES (AND WORKPLANS)

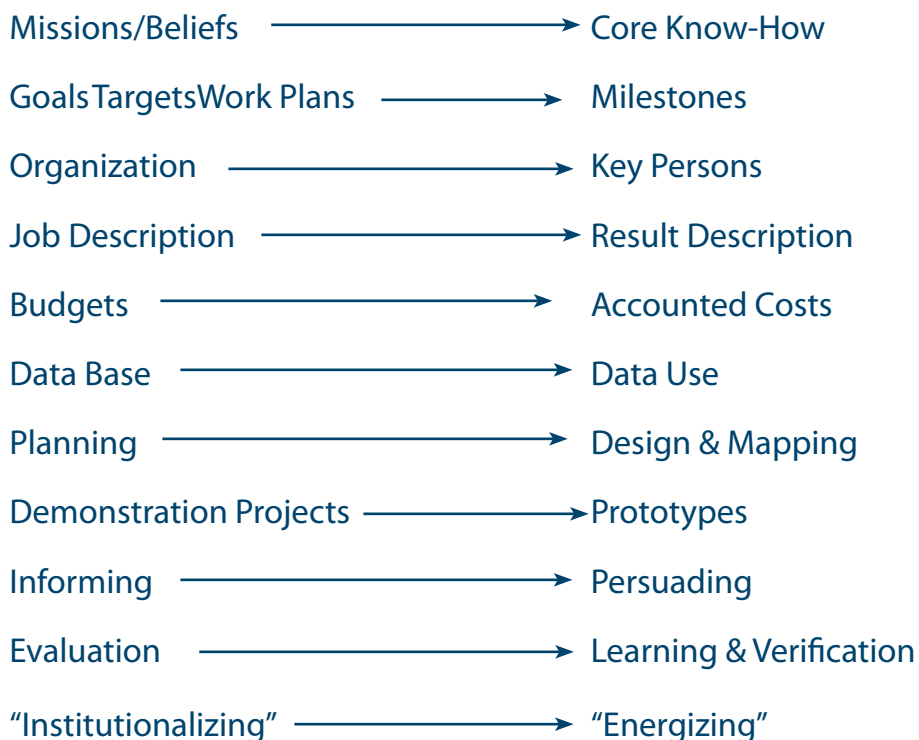
Traditionally, we focus on workplans—the phases and steps that implementers take to provide a service. Funders tend to buy workplans and hope for the best when it comes to results. The reason they can only hope is that it is perfectly possible for a group to do everything it said it would do and fall far short of achievement for customers. In an educational program designed to change behaviors, for example, the result is not how many people were “reached” with information but how many of those individuals chose to do something differently as a result of being informed.

Milestones shift the focus from what implementers do to what customers get. They begin by understanding the logic that gets a person from where they are now to where they are to be if the program is to declare success.

One good way to get to milestones is to start with activities and ask the question “So what?” until you get to the finish line.

People are mailed brochures and see posters. So what? So they decide to come to the Saturday workshop! People attend the workshop and say they liked it. So what? So they report that what they remember are just those points we wanted to “stick”.

MOVING TO AN OUTCOME FRAMEWORK



TARGET SETTING WORKSHEET

School:
Principal:

READING				
Grade Level	2013-14 %\# Passing	2014-15 Cohort %\# Passing	# Passing (incoming) + # Targeted to Pass = # 2014-15 Target	2014-15 Target %\# Passing
3	44% (15/34)	n/a	n/a	51%
4	56% (17/30)	44% (15/34)	15 + 6 = 21/34	61%
5	43% (15/34)	56% (17/30)	17 + 3 = 20/30	66%

MATH				
Grade Level	2013-14 %\# Passing	2014-15 Cohort %\# Passing	# Passing (incoming) + # Targeted to Pass = # 2014-15 Target	2014-15 Target %\# Passing
3	46% (16/34)	n/a	n/a	54%
4	27% (8/30)	46% (16/34)	16 + 4 = 20/34	58%
5	29% (10/34)	27% (8/30)	8 + 3 = 11/30	36%

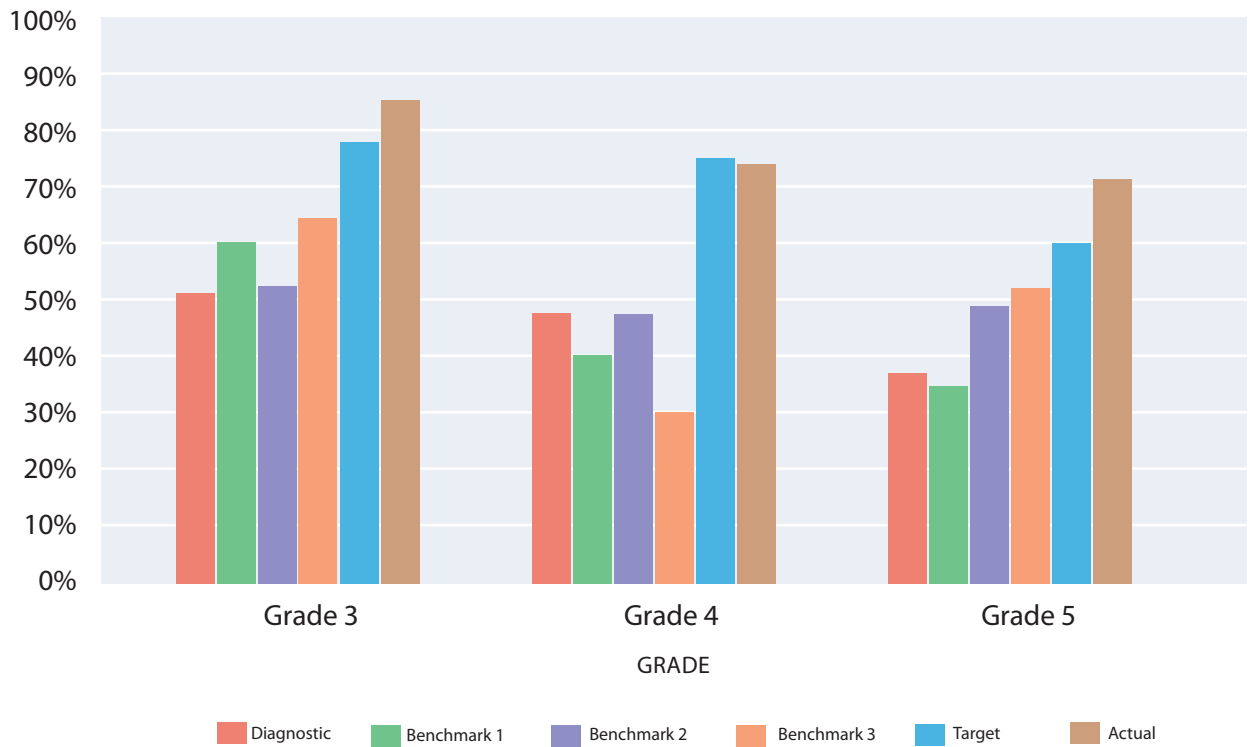
KING MIDDLE SCHOOL GAP CLOSING TARGETS

MATH					
	'02	'03	Change	Target '04	Targeted Change
ALL	20%	25%	+5%	35%	+10%
Black	14%	13%	-1%	30%	+17%
White	23%	34%	+11%	40%	+6%
GAP b/t Caucasian & African American	9%	21%	+12%	10%	-11%

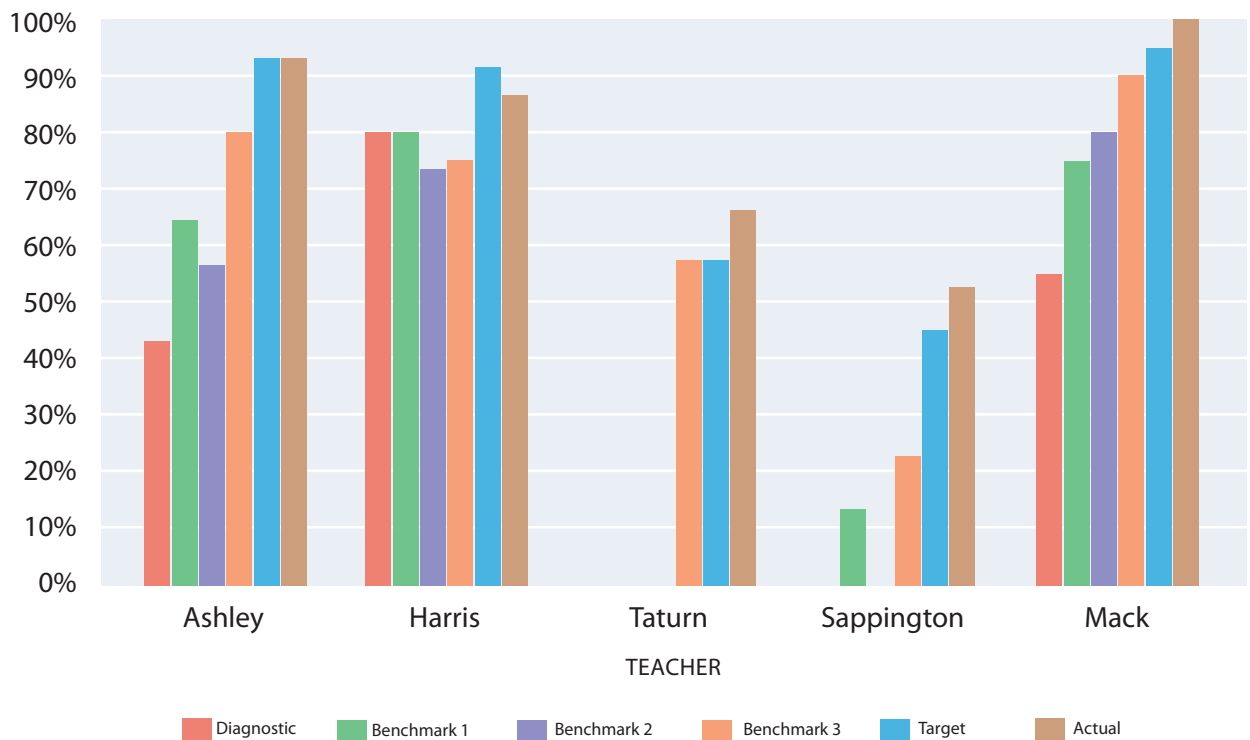
READING					
	'02	'03	Change	Target '04	Targeted Change
ALL	40%	42%	+2%	50%	+8%
Black	25%	27%	+2%	42%	+15%
White	47%	53%	+6%	60%	+7%
GAP b/t Caucasian & African American	22%	26%	+4%	18%	-8%

WRITING					
	'02	'03	Change	Target '04	Targeted Change
ALL	23%	44%	+21%	50%	+6%
Black	15%	35%	+20%	45%	+10%
White	26%	51%	+25%	55%	+4%
GAP b/t Caucasian & African American	11%	16%	+5%	10%	-6%

Schoolwide Reading



Grade 3 Reading



STUDENT TARGET-SETTING - READING

Student:

Teacher:

Period:

2011:

2012:

Benchmark #1:

Benchmark #2:

Benchmark #3:

2012 Target:

Current standards to work on:

What will you change now to hit your target?

What support would you like from school?

How can you involve your family and friends in meeting your target?

Student Signature

Staff Signature

Parent/Guardian Signature



STRATEGY THREE MESSAGE AND BRAND

ANNOTATED VERSION

Strategy Three: Message and Brand

Nothing is more critical for leaders than understanding the power of the message they deliver—not just by what they say but in every aspect of their behavior. Indeed, for many leaders, what is said (e.g., “We value innovation”) is counted by behavior (e.g., *the first person to make a mistake is barbequed*). Followers are not dumb—they go by behavior!

YOUR MESSAGE

Let’s start with your turnaround message. You need one! Make it sharp, result-focused, provocative, and energetic. One example:

Gillian Williams’ “Everyone Achieves...No Exceptions, No Excuses” was highly strategic to eliminate the constant sentiment that the school was not really failing given the demographics of the neighborhood. In this case, Gillian asked the faculty and staff if they would buy in to the message and they did. She then used it, forcefully, to stop the excuses. “Remember our motto—you can’t say that anymore. You may have thought in the past it was an explanation. Now, it’s just an excuse.”

Bear in mind that your message has two parts: some kind of compelling statement or “tag line,” and your targets for the year. Make sure they go well together. They are the turnaround message.

General bland statements just don’t cut it. Don’t look to be cutesy—look to give compelling rationale for your turnaround year. Beware of the overused education mottos that have lost their meaning – such as “All children can learn” – and generally lack imperative. The fact that all children can learn doesn’t mean they will if schools don’t do something about it!

Other keys to strong messages:

- Make sure the language of your message is inclusive. It shouldn’t be just about what you want others to do. Think of Tony who was intentional in using the word “We” when talking about who would never be last again. Or Gillian who was clear that “Everyone” would achieve.
- Keep it positive. The carrot motivates more people than the stick. Watch out for words that add or subtract energy. Accountability, for example, is a huge word in education as elsewhere. But it is stale and mildly punitive. How many of you woke up this morning wanting to be held more accountable?

How Will You Spread the Word?

Your message does you little good if left on a flip chart in the staff room after your first faculty meeting. You need to get it out to the troops. So where do you start? With those most ready to hear and use it!

Research on respondents to messages suggests they divide into three groups:

Early Adopters. This is the small (generally 10-15%) of your school staff that will go first in changing what they think and do. These people are your front line for change. Define what appeals to them and gear your message to them. *When you craft and deliver your message look at and speak to these people as your primary group. Start with 5-10 names and think about how to appeal to them. What is it they want to buy?*

Mainstream. These are the people who will not go first but will come along next. In general, the mainstream divides into two groups. One is those who will come along once early adapters do so. They just have to see others go first. The second group has some general reason why they won't join in change and you have to figure out what it is and address it. *In addition to early adapters, think about those (e.g., low risk takers, tending to complacency, etc) who won't go first but will go second.*

Laggards. These are the people who are very resistant to change. They may well be vocal but they tend to repeat concerns and criticisms—even when asking questions. You may or may not get them hooked on change at a later point. *Avoid rising to the bait they may toss at you. They are the last people to spend your time persuading at the front end of turnaround.*

YOUR BRAND

There is a “rap” out there on all leaders, including principals. “She hasn’t got a clue...He’s so busy with paperwork to help anyone.....She’s here to help and its great...He’ll leave you alone unless you rock the boat or really screw up”.

We all know that stories and anecdotes are more telling in creating and sustaining commitments than data alone. Nowhere is this truer than in the image of you. For your turnaround design, your own “positioning” needs to be purposeful and in many cases different from the brand you now have. You need, for example to express that you are:

- Willing to be strong with everyone on what they must do to achieve the target.
- Clear that achievement for kids for you comes ahead of everything else—including being well liked by everyone, recognition, sense of power, etc.
- Purposeful and confident—that by taking the steps in your plan that the school will hit its target.

How you want to be seen

- Deciding what you want people to say about you relative to turnaround leadership and then making that happen.
- How you spend time and what meaning you want people to get from that.
- How you build and sustain energy, commitment, and a belief that if people make changes needed that the target results will be achieved.



Authors Academy News

Principal's Message

Gillian Williams

As students realize that we mean business – as in the expectations for work and behavior – for the entire school year, they are bound to push the limits. That means that we are at a critical juncture. When kids stop doing homework, start shoving in line, arrive late – what are we to do? It is easiest to say, “He doesn’t get support at home,” or “She’s too far behind,” or “I’ve tried reaching him but he doesn’t care,” or... The list goes on. I know I’ve had my own moments with children who have caused me to say or think these kinds of things.

BUT if we say these things how does that fit with our commitment to Everyone Achieves. No Exceptions. No Excuses. It doesn’t. Which brings me back to where we are now. A tough place. We need to remind ourselves as children push our limits that our reactions are key to what students go on to do next. So what options do we have instead of saying the things that are easiest to say?

UPCOMING DATES

10/15	Visit from Superintendent
	Kindergarten Parent Workshop
	Author Assemblies for Grades 1-2
10/16	Core Leadership Retreat
10/17	New York Cares Day - 9:00-3:00 p.m.
10/20	Half-Day for Professional Development

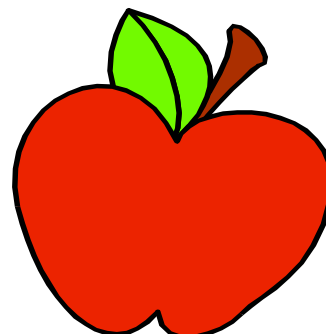
Announcements

Ms. A: Thank you to the kind person who donated the videos to the Staff Resource Room.

Ms. S: I have Spanish reading books in my room. I am giving them away. If you need them for your students you can gladly have them. Please pass by room 406 and have a look!

Ms. L: I suggest “we” donate 50 cents for the coffee and services provided by Ms. A so graciously in the new teachers’ room.

(Reminder: Submission Forms are available on the counter in the main office!)



Highlights for the Day

Ms. S went all the way downtown to the Children’s Library to get us a picture of David Adler – the author of the Cam Jansen series so that we could have it for our Author Studies! Thank you!

- Mr. G picked up supplies for New York Cares Day so that we can all participate on Saturday! Thank you!

SS DILLOW SHINING STARS

*Students – You are the shining stars
You are upward bound
Gonna be right there on that stage
In your cap and gown*

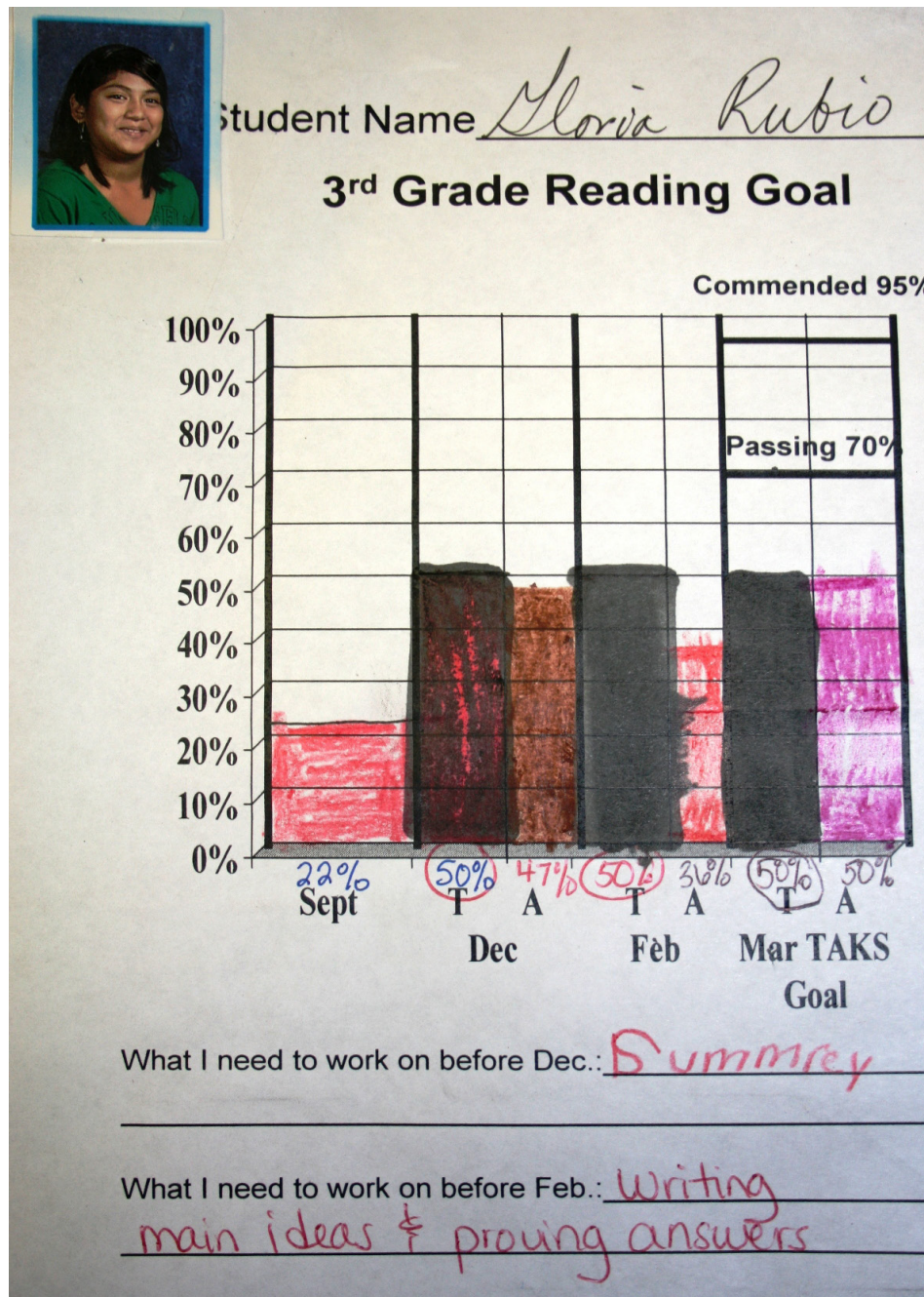
*Teachers – You are the shining stars
Don't you go away
Cause it's you who are the ones
That can light the way*

*Parents – You are the shining stars
We know that it's true
Gotta be standing side by side
Until our work is through*

*Dillow – We are shining stars
And we are upward bound*

*Dillow – We are shining stars
And we are upward bound*





STRATEGY FOUR

DATA USE

ANNOTATED VERSION

Strategy Four: Data Use

Education has jumped on the bandwagon of organizations that measure themselves by the size of their data. The presence of information, nicely wrapped up in that euphemism called the “database” and the subsequent arrays and displays that may be generated from it abound in district offices and in schools. Regrettably, the collection and display of information in an organization is no assurance of high performance. The reason is the awesome discrepancy between database and data use.

Many schools and districts decided in the past few years to move beyond the experience of a decade ago where teachers gave a standardized test in the spring – holding their collective breath until scores came out months into summer break – hoping for the best when it came to student performance. Now students take a sampling of additional assessments over the course of the year and results are dutifully collected and analyzed. In many instances glossy reports are created with colorful bar graphs and pie charts. Here comes the million-dollar question: who is doing something with the data available?

WHAT’S THE PROBLEM?

Five factors that can be roadblocks to strong data use:

1. Complexity. Too much information is as bad as too little.

We lose the ability to focus on what’s important. In education, we can spit out reams of data, which now rain on overloaded principals and teachers who have not been trained in how to efficiently and effectively use it. If a teacher sees voluminous reports on how a child did on 10 levels of reading competency and 12 levels of numeracy, for example, but has no way to spot patterns or trends, what is the gain?

2. Timing. In many schools year-end performance data is not available until well after the following school year begins.

We are working with one major urban district that does not get data from the state until the following November. In another district, they have the information but do not release it until the following January 1! The real value of the information—to make changes immediately in the fall for failing kids, if not in a summer program, is lost. Again, database is honored, while data use at the critical level of the school, classroom, and teachers, is lost.

3. Information Export. In schools as in many organizations, the requests for data—whether in test scores, attendance, or anything else, leads to the feeling that the point of collecting information is to export it up a system.

When asked why they are collecting certain information, many respond, “Because the district or my principal wants it.” How sad! We die for a different answer: “Why are we collecting this data? Because we need it to improve academic achievement! Sure we send copies up the line but the first users of information are us!” The more central offices request information without getting it immediately back to schools to use in management, the more the chances for that precious answer are reduced.

4. Validation. We search for and pounce on any information that shows progress. Far less frequently do we look for the problems and see the information as a great resource for improvement.

What's the first thing any of us do when we get a report that speaks to what we did or achieved? We look to see if we are acceptable or above in performance, or if there is a way to interpret the data to make that case. Nor are principals or teachers generally helped by a system that encourages learning and behavioral change as far more critical than judgment or even measure.

5. Disconnect between quantities and qualities. On the one hand schools have test data—highly quantified scoring profiles that tell a performance story. On the other, they have anecdotes—senses of learning readiness and performance that come from personal observation.

In the middle come rubric level scorings—showing how much comprehension or capability a student has in an area like problem solving. No frameworks exist for pulling this information together in a coherent way for those in the school most in a position to influence performance. “Cold” data and “warm” impressions are seen as worlds apart.

Grade Six - ELA

Last	First	Teacher	Gen	Spec Ed	Race/Eth.	HS Test	Group	Bench #1	Bench #2	Bench #3	Target	Actual
Camerena	Gabrielle	Harper	F	X	H	1893	I	30%	32%	36%	45%	42%
Duran	Elicia	McCambridge	F	X	H		I	15%	29%	19%	35%	31%
Jordan	Chlevera	Harper	M		B	1924	I	35%	50%	50%	60%	62%
Mathis	David	Martinez	M	X	B	1859	I	50%	42%	33%	55%	59%
Moblin	Anthony	Martinez	M		H	1876	I	30%	25%	17%	40%	44%
Polk	Efrain	Martinez	M		B	1893	I		29%	40%	55%	65%
Acosta	Zakharri	McCambridge	M	X	H		T	40%	58%	60%	60%	64%
Freeman	Vincent	Martinez	M	X	B	2039	T	75%	88%	48%	70%	
Hickman	Alexandra	Harper	F		W	2025	T	60%	67%	50%	70%	77%
Malone	Christopher	Harper	M		W		T	40%	67%		65%	76%
Medina	Abigail	Martinez	M		H		T	45%	58%	65%	65%	74%
Mendoza	Angela	McCambridge	F	X	H	1859	T	25%	67%	21%	55%	52%
Reyes	Ayzha	Martinez	M		H	1968	T	50%	67%	76%	75%	87%
Roberts	Linnea	McCambridge	F		B		T			64%	70%	73%
Smith	Gloria	Martinez	M		H		T	60%	69%	64%	75%	85%
Smith	Anthony	Harper	M		W	1982	T	55%	55%	62%	75%	70%
Urtiz	Lyndel	McCambridge	M		H	2151	T	40%	67%	45%	80%	55%
Albahagwi	Joshua	Harper	M		B	2239	E	85%	88%	90%	85%	93%
Avila	Dexter	Martinez	M		H	2390	E	84%		93%	90%	96%
Bell	James	Martinez	M		H	2267	E	80%	75%	71%	85%	86%
Berry	Anthony	Martinez	M		B	2267	E	95%	75%	95%	85%	86%
Davis	Carlos	McCambridge	M		W	2151	T	55%	69%	83%	80%	75%
Eleston	Michelle	Harper	F		B	2191	T	75%	78%	81%	80%	85%
Flowers	Mary	Harper	F		B	2301	E	80%	75%	81%	90%	95%
Gallardo	Courtney	Harper	F		H	2133	E	50%	88%	69%	85%	86%
Gobert	Kayla	McCambridge	F		B		E		83%	83%	80%	81%
Jones	Carlos	McCambridge	M		B	2301	E	85%	88%	86%	95%	96%
Jones	Vincent	Martinez	M		B		E			83%	85%	
Rios	Nicola	McCambridge	F		H	2084	E	75%	82%	80%	85%	88%

Benchmark Data Analysis Template

Grade: 6

Subject: ELA

Benchmark #2

Teacher: _____

Standard	Items & Mastery	Consistent Mastery – or Lack of Mastery?	Data Analysis	Action Steps YOU Can Take
Inference	2(46%), 21(40%), 22(54%)	Yes	1. Were students guessing (% of choices approximately equal across all four choices)? 2. Did they have a misconception (a majority chose a specific wrong answer)? 3. What else can be determined from data?	1. What instructional strategies would help students master these concepts? 2. What other campus support do you and students need to accomplish success?
Main Idea	3(72%), 6(70%), 15(80%), 19(75%), 20(85%)	Yes	Students struggled with inferring the answer and seemed to be stuck on answers that could be specifically found in the text	I need to back up a step and do a lot more discussion in class around inferences that students can make that extend beyond what they read. They keep looking to find the answer in the text itself and aren't making the leap to gathering meaning to form an answer. I will try more partner answering.
Compare & Contrast	1(38%), 4(49%), 5(70%)	No	Students had trouble comparing between an informational and literary text	Have students talk about current reading selection and prior ones using Venn diagrams. I need help from the Instructional Specialist in connecting SS and science selections to reading ones.
Literary Devices	8(45%), 9(46%), 14(70%), 16 (88%)	No	Students did not do well identifying literary devices – particularly metaphor and simile	Re-teach the more abstract concepts with students. I need help identifying these a little better because I'm not sure how to help my students become more abstract thinkers
Cause & Effect	10(80%), 11(82%), 12(70%), 13 (73%)	Yes		
Text Features	7(73%), 17(46%), 18(38%)	No	Students were given clues about major text features in question #7 but not in #17 or #18	Reinforce the types of text features and their importance to different kinds of reading. I need access to more materials that include graphics, charts, etc.

Reading Milestone Test #2

Teacher: Martinez

Target Students: David, Efrain, Anthony, Vincent, Ayzha, Gloria, Dexter, Abigail

(Q# 22) Drawing Conclusions	(Q# 11,12, 23, 24) Generate and organize ideas	(Q# 2,3,5,9, 10) Use context clues	(Q# 1, 4) Main idea
Gloria Abigail	Efrain Dexter Abigail	Efrain Vincent Ayzha Gloria Abigail	David Efrain Anthony Vincent Ayzha Gloria Dexter Abigail
(Q# 14,15,16,17,18) Cause and effect	(Q# 6, 7, 8) Plot sequence	(Q# 13,19,20,21) Author's purpose	(Q# 13,19,20,21) Text Features
David Anthony Gloria Abigail	Ayzha Dexter	Vincent Dexter Abigail	

Target Focus Lessons – Reading

Grade 6

4/12	Generate and organize ideas
4/13	Generate and organize ideas
4/14	Correct spelling & use of homophones
4/19	Use context clues
4/20	Use context clues
4/21	Main idea and details
4/26	Main idea and details
4/27	Main idea and details
4/28	Cause and effect
5/3	Cause and effect
5/4	Plot sequence
5/5	Use context clues
5/10	Author's purpose
5/11	Author's purpose
5/12	Main idea and details

Tips:

- For days when there are more than 4-6 kids in a target focus lesson group, take half for 10-15 minutes while the other half reads independently and then switch the groups. Focus-lessons are designed to be most effective with small groups.
- Reinforce target focus lessons through questioning techniques in Listening Comprehension
- These are skills that the students didn't pick up fully during regular instruction so look for alternate methods and materials for re-teaching.
- Avoid using this time for "practice work" and instead work to make sure students understand concepts and applications. Help correct misunderstandings through re-teaching and questioning rather than having students repeat mistakes in workbooks and dittos.
- Use www.scholastic.com as a resource (look under Teacher Resources and then click Standards Match – under tools).

TIPS FOR TARGET FOCUS LESSONS

Target focus lessons are NOT for...

- Whole-class instruction
- Introducing a new concept
- Students completing worksheets
- Teacher lecture-style explanation
- Students who are already clearly succeeding (consistently over 80%)
- Students who are clearly in need of intervention (consistently below 45%)
- More than 15 minutes

Target focus lessons ARE for...

- Targeted groups of students
- Specific skill instruction based on data analysis
- Teacher think-alouds
- Student think-alouds
- Students who are in the “bubble” (between 45%-75%)
- Figuring out where students are going astray in solving a problem
- Course correcting students while they are doing a problem – not after they have incorrectly solved it
- Less than 15 minutes

How to Develop & Conduct Focus Skills Lessons

1. Based on the data and timeline, plan several problems for each mini-lesson.
2. Start by modeling for students how to work your way through a problem by thinking aloud through one problem. Be as explicit and descriptive as possible. You are not only showing students how to solve a problem but how to verbally explain their thinking.
3. Ask one student to solve one of the problems – using the think aloud process. Ask the other students to listen in to help the student in case he or she miscues. Listen carefully to the students thinking and prompt him or her to be very detailed. If the student gets off track you should stop him or her and explain what it is that he or she needs to do instead. If a student can explain – all the better!

STUDENT TARGET-SETTING - READING

Student: Sage Jefferson

Teacher: Lockwood

Period: 3

2012: 406

2013: 392

400=70% on benchmark

October – Benchmark #1: 54%

December – Benchmark #2: 62%

February – Benchmark #3:

2014 Target: 410 (75%)

Current standards to work on:

*Main idea – especially the difference between main idea and theme and how to find each of them in fiction.**Inferences – remember that this is about what can be figured out from the text – not just what is already written.*

What will you change now to hit your target?

- *When I am reading I will ask myself what the main idea is as I go along in the reading.*
- *When I read at home I will try to read fiction books and look for both the main idea and the theme and write them down in my reader's journal.*
- *I will pay more attention during reading class when Mrs. Lockwood is reading aloud.*
- *I will try to think about what I read more instead of just going back and looking for the sentence that has the right answer.*

What support would you like from school?

- *I want to move my seat away from Jeremiah during reading class because we always talk about other stuff.*
- *I need a new reading journal because my old one got lost.*
- *want to be in the after school reading club.*

How can you involve your family and friends in meeting your target?

- *After I read at night I am going to ask my auntie to look at my reading journal.*
- *I am going to see if my friends want to go to the library sometimes on the weekends.*

Student Signature_____
Staff Signature_____
Parent/Guardian Signature

GETTING TARGET STUDENTS MOTIVATED

- Meet with each target student individually. Explain how close the student is to meeting the standard. Share some of the things that he or she will need to work on in order to get there. Let the student know what you will be doing to help. Write down what is discussed and make a copy for everyone.
- Create a booklist for students and parents that covers a variety of genres and topics. Share the list with the public library so that when students and parents come in they can ask about availability of certain books.
- Host a three-part workshop series for parents where each section of the test is explained and materials are provided for work at home.

ONGOING STRATEGIES FOR TARGET STUDENTS

- Don't forget to greet target students with a smile of encouragement each morning – sometimes an esteem boost can make all the difference.
- When reviewing/checking homework or other assignments – do these students first while your mind is fresh and they're not being compared to high-performing or struggling students.
- Call on these students frequently. This keeps them on task and provides additional opportunities for them to explain their thinking.
- Make weekly contact with parents via notes or calls offering tips and feedback. This reinforces your interest for both the child and parent.
- While other students are working independently, take a few minutes with a target student to review an area that has been troublesome to him or her.
- Check on the books that target students are using for independent reading. If they're not appropriate – make suggestions based on the students' interests.
- Seat target students with partners who will help them stay focused and assist them appropriately when they get stuck.
- Keep extra skills and strategies sheets on hand for these students that you can give them when it's apparent that they need some extra practice.
- Meet with each target student for a few moments each week (1-2 students a day is all!) to discuss how much progress he/she is making toward the goal.

Dear Teachers,

As I mentioned, I will be meeting with each of you to discuss your goals for this year. I am looking forward to hearing your expectations for high achievement. I know that your time is precious so in order for us to be focused and timely, please bring the following items in completed form to our meeting:

- Grade book (with all grades students have received so far this year)
- Benchmark Item Analysis Templates

In addition you are receiving two forms from me to fill out prior to your meeting:

- Goal-Setting Form: This should be self-explanatory but will take some critical thinking on your part about the students in your class this year and your own teaching. This form will be most useful to you if you are honest about where the strengths and needs are. Also, please do not be shy about the assistance or materials you will need to achieve your goals.
- Target Student Form: You will be receiving two copies – one for reading and one for math. As you will see, there is room on this form for three meetings with me. For this first meeting please fill out your target students names in the left column (the reading and math lists may be somewhat different!). Then for the first meeting date you will note there are two columns. In the column for school interventions please note if the student is receiving any school tutoring, counseling, attending Saturday classes, etc. In the column for teacher interventions, please note anything you will be doing to assist each child. If you are stuck for ideas please refer to the sheets I am enclosing on working with target students. Remember that some of the smallest things can make the difference.

I am looking forward to these meetings very much. You have all gotten off to a terrific start and I am excited to hear your goals for yourselves and your students. Please be confident that I am here to help you on the path to success. Should you have any questions about the discussion we are going to have or how you may best prepare for it, please don't hesitate to see me. These meetings are the first part of me learning how I may best accomplish that.

Sincerely,

Principal

TEACHER GOAL SETTING CONFERENCE FORM

Teacher _____ Conference Date _____

Please take some time to reflect on the following areas and jot down your thoughts. Please bring this completed form to your goal-setting conference. I look forward to our discussion.

1. In looking at our school targets for your grade and taking into account the data so far on your students, what are the specific goals you have for your students in order for them to have success this year?
2. What strategies, practices, methods will you need to use to accomplish these goals?
3. What kinds of changes or modifications will you have to make in your teaching in order to achieve these goals?
4. What kind of support, resources, or guidance will you need to make these changes or modifications?
5. Are there any obstacles or blockers preventing your students' success?

TEACHER GOAL SETTING CONFERENCE FORM

Teacher Missy Fine

Conference Date _____

Please take some time to reflect on the following areas and jot down your thoughts. Please bring this completed form to your goal-setting conference. I look forward to our discussion.

1. In looking at our school targets for your grade and taking into account the data so far on your students, what are the specific goals you have for your students in order for them to have success this year?
 1. 100% Homework turned in
 2. Everyone listens to the teacher.
 3. Be kind and considerate.
2. What strategies, practices, methods will you need to use to accomplish these goals?
 1. Call Parents when students misbehave.
 2. Send a referral to the Vice Principal after one warning.
 3. 10 Minutes of free time when students turn in homework.
3. What kinds of changes or modifications will you have to make in your teaching in order to achieve these goals?
 1. Make sure to have extra worksheets for those students who finish early.
4. What kind of support, resources, or guidance will you need to make these changes or modifications?
 1. I need our counselor to come immediately when her students are not listening.
5. Are there any obstacles or blockers preventing your students' success?
 1. They (students) were not brought up properly and lack respect. They one respnd when i yell at them. Parents also dont care as evidence by them not signing the homework log every night.

TEACHER GOAL SETTING CONFERENCE FORM

Teacher Mrs. King

Conference Date _____

Please take some time to reflect on the following areas and jot down your thoughts. Please bring this completed form to your goal-setting conference. I look forward to our discussion.

1. In looking at our school targets for your grade and taking into account the data so far on your students, what are the specific goals you have for your students in order for them to have success this year?
 1. Every student shows growth in both Math & Reading.
2. What strategies, practices, methods will you need to use to accomplish these goals?
 1. Small Group learning for those who need support.
 2. Provide extended learning opportunities.
 3. Use formative assessments for instruction
3. What kinds of changes or modifications will you have to make in your teaching in order to achieve these goals?
 1. Look closely at the data to see what students have learned or missed.
 2. Do formative assessment to check for understanding frequently.
 3. Analyze student work.
4. What kind of support, resources, or guidance will you need to make these changes or modifications?
 1. Collaboration time with my peers.
 2. PD in data analysis.
 3. PD in differentiation so I can service all learners in my class.
5. Are there any obstacles or blockers preventing your students' success?
 1. Time!

TARGET STUDENT FORM

Teacher _____ Class _____ Grade _____

Target Students	Meeting Date _____		Meeting Date _____		Meeting Date _____	
	School Interventions	Teacher Interventions	School Interventions	Teacher Interventions	School Interventions	Teacher Interventions
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

READING: MINUTES THAT COUNT

In order for elementary and middle school students (and high school students who are behind grade level) to make one year's growth in one year's time, they need a minimum of 80 minutes a day – or 400 minutes a week – of reading. For those students who are behind grade level, they need additional time to close the gap. A student who is one full year behind would need 160 minutes a day – or 800 minutes a week – in order to close the gap by making two year's of progress in one year's time. And yet generally we think that students who struggle most should close the gap with the same amount of time.

In addition to more time, the other important factor is what gets done with that time. Too much of what we provide to struggling readers is activity and skill-based. This simply doesn't count as 'reading' so it doesn't count in adding the value that students need. Basal reading series compound this by not having enough reading material for each week for schools that follow their pacing calendars. Students need a lot more minutes reading material that is at their appropriate level. By tracking minutes and making them count, schools can have a much better sense of whether students are making the progress they need to make. Successful comprehension programs incorporate four major components:

1. Large amounts of time for actual on level text reading
2. Teacher-directed instruction in comprehension strategies
3. Opportunities for peer and collaborative learning
4. Occasions for students to talk to a teacher and to one another about their responses to reading

First	Homeroom Teacher	Grp	Read Level Aug	Read Level Oct	Needed Reading Min/Wk	Reading Block Min/Wk	Intervention	Reading Min/Wk	Intervention	Reading Min/Wk	Total Min/Wk	Min Still Needed
Gabriela	Garcia	E	2.7	3.7	400	760					760	-360
Jesus	Garcia	I	0.9	2.0	880	760	Petrossino	80	Mentor	60	900	-20
Uriel	Garcia	I	1.7	2.1	840	760	Petrossino	80			840	0
Alejandro	Garcia	I	1.5	1.7	1000	760	Anguiano	90	Tutor	90	940	60
Clarissa	Garcia	I	1.2	1.7	1000	760	Anguiano	90	Tutor	90	940	60
Sergio	Garcia	I	1.6	1.8	960	760	Anguiano	90	Tutor	90	940	20
Daniel	Garcia	I	1.6	1.7	1000	760	Anguiano	90	Tutor	90	940	60
Miguel	Garcia	I	1.2	1.1	1000	760	Anguiano	90	Tutor	90	940	60
Kayla	Garcia	T	1.5	2.2	800	760			Mentor	60	820	-20
Elijah	Garcia	T	1.6	2.1	840	760	Petrossino	80			840	0
Mariah	Garcia	T	1.3	2.3	760	760					760	0
Valerian	Garcia	T	1.6	2.2	800	760	Petrossino	80			840	-40
Jennifer	Garcia	T	2.7	2.8	560	760		80			840	-280
Lexus	Garcia	T	2.8	2.9	520	760		80			840	-320
Ismael	Garcia	T	1.7	2.3	760	760					760	0
Juan	Garcia	T	2	2	800	760			Mentor	60	820	-20
Marc	Garcia	T	2.3	2.3	760	760					760	0



STRATEGY FIVE RESOURCE ALIGNMENT

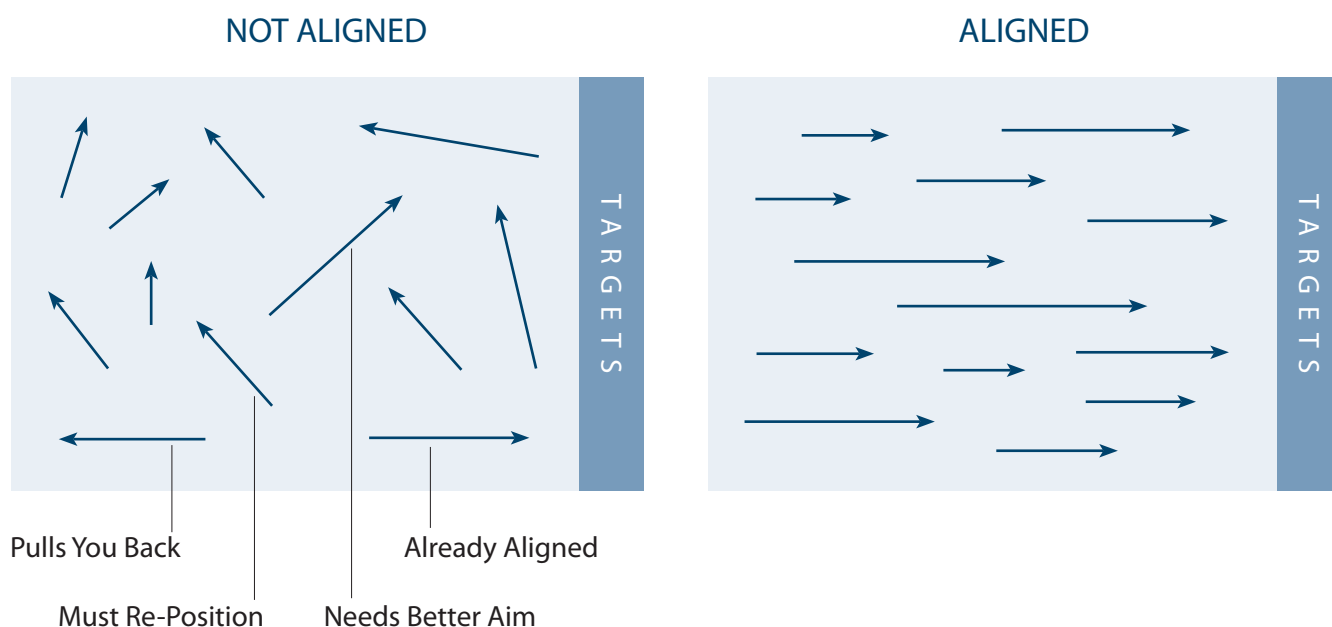
ANNOTATED VERSION

Strategy Five: Resource Alignment

Before you get started in aligning your resources to your target you need to know two things. The first is – what's your target? The second is – what are your resources? When it comes to resources, we often only think in dollar amounts of various funding streams and maybe a little beyond into personnel lines and what's in the supply closet. When you think about it, that's a grossly limited way to look at what we've got at our fingertips. The key here is to start by mapping all of your resources.

As you personalize a list like this, it's important to get beyond the obvious in terms of people, funding sources, programs, materials, and services. Be sure to include everything in these categories, even if they're not currently in use. More importantly, make sure to take a close look at each of these. For example – if your target is reading, ask yourself about each and every person on the school organization sheet. What does this person do to support student achievement in reading? Then move on to issues of time – as in how much do people have of it, when do they have it – and expertise – who (or what) has the know-how to get things done in an area.

Once you've got a clearer picture of what there is to work with, then it's time to be brutally honest about what's already aligned toward hitting your target. The best way to determine this is to run through the list asking yourself, "What is this doing to help us reach our target of _____?" As the figure below shows, some things may be pointing where you want to go, some may be off a little bit or a lot, and still others may be taking you in the opposite direction. All resources have a direction once in play.



GETTING RID OF WHAT PULLS YOU BACK

You may find beloved arts programs or community offerings that do not support what you are set on achieving and are inflexible about realignment. As the arrow pointing away from the target shows – these things pull you back. They not only aren't helping you hit your target, they're preventing you from not only aren't helping you

hit your target, they're preventing you from hitting it! In many cases this may be painful for you or others – especially when schools feel desperate for resources. Go back to the adage “if you're not part of the solution then you're part of the problem.”

For those intractable items – the resources that aren't! – remember the importance of message discussed in Tab Six. In the same way that Tony Amato's message helped him remove excuses – “If you don't get ten points then we might be last again and we will never be last again” – a message can help with turning away what may be perceived as an asset. “If we don't spend this time on reading then we may be last again and...” You also want to keep in mind the swap-meet mentality. If you can exchange something that isn't working for something that will – you often win in more ways than one. People who are providing the time or finances or other resources are often happy to stay involved – even if what they are providing looks a bit different. This can also help you save face in the school and the community where dollar amounts are what people look at.

YOU'RE NOT GETTING RID OF IT – SO RE-POSITION IT!

In some cases you have programs or positions that are set-up in such a way that – however unintentionally – they are now getting in the way of your forward momentum. They may not be pulling you back, but they're not headed in the right direction. These are the resources that need some fairly major re-positioning to get them aligned.

Often these are tied up in “mandated programs”. The first key with anything that's supposedly mandated is to get your hands on the mandates. Don't just take the word of teachers – or even your district – on what it is you have to do. Often the people passing along the information have a vested interest in maintaining the status quo. While you probably can't get completely around mandates, there's always more bang to be gotten for your buck.

TAKING BETTER AIM

The many resources that you identified as useful or potentially useful may need to shift slightly or significantly in focus. You don't want to generally meet the target – you want to specifically meet it! This need not be threatening because it involves adjusting resources versus eliminating or radically changing them.

Personnel in particular will be happy about that! The key here is to emphasize the importance of new roles in achieving the common goal. In re-visiting the resource list, there are many items that fall into this category of resources. Now what to do about them? SCHOOL AIDE EXAMPLE

SEEK OUT WHAT'S MISSING

After paring down and re-tooling your resources so that they make sense and are maximized, you may still find things that are missing. Consider a few quick and dirty ways to obtain needed resources without the time-consuming process of major grant-writing initiatives.

First, if you've elected to give up or turn down resources, see if your district or a colleague will swap with you. You may even do this at a loss in order to simply get something instead of nothing. Look for small grant opportunities or funding sources that often go untapped and fund individual things that you need instead of looking for money for sweeping initiatives. Finally, when a need is really urgent, consider exchanging something you already have—even if it's aligned and working for you—for a resource that will meet more pressing concerns.

RESOURCES (AN INCOMPLETE LIST OF POSSIBILITIES!)

Community & Parents	Time	Programs	People
<ul style="list-style-type: none"> • PTA – meetings • Parent Newsletter • PTA – officers • Parent-Teacher conferences • Other public, charter and parochial schools • Local Police/Firemen • Parent professionals in various fields • Parent contacts with community businesses • Open School Night • Public Library • Colleges and technical schools • Local businesses – banks, restaurants, hospitals, post offices, supermarkets, stores, bakeries, barber shops • Local organizations – Kiwanis, churches, Elks • Retirement homes 	<ul style="list-style-type: none"> • Master schedule • School day • Before arrival • After dismissal • Faculty conferences • Leadership Team meetings • Assigned blocks • Administrators' schedules • Early release days • Saturdays & vacations • Lunch – teacher, student, AND other staff • Teacher professional development periods • Committee Meetings – attendance, discipline, safety, nutrition etc. • Amount of requested paperwork for staff • Between classes (passing time – how much and what's done) • Professional development days • Use of time within classes • Announcements • Pacing calendars • Summer School 	<ul style="list-style-type: none"> • Curricular – reading, writing, math, science, social studies, etc. • Clubs • Bilingual Education • Student Council • Title One – reading/math • Guidance • Sports/Recreation • After School • Alternative Education Test Prep • Conflict Resolution • Staff development or Teacher training • Special Education • Talented & Gifted 	<ul style="list-style-type: none"> • Students • Lunch ladies • Classroom Teachers • Specials (art, music, gym, etc.) • Title One teachers • Security • Bus Drivers • Volunteers • Paraprofessionals • Aides • Deans • Secretaries • Administrators • Crossing Guards • Student Teachers • Special Ed – Resource Room, Speech • District office • Nurse • Custodians • Guidance Counselors • Social Worker, Evaluator, Psychologist • Tutors • ESL teachers • Department Chairs

Materials	Actual \$\$\$	Facilities
<ul style="list-style-type: none"> • Manipulatives • Textbooks – old series as well as current • Library Books – class and school • Computers & printers • Other technology – internet access, multi-media, scanners • Furniture • TVs and VCRs • Bulletin Boards • Lab equipment • Art supplies • Paper – loose leaf, copy, chart, graph, etc. • Laminator • Poster-maker • Office supplies • Musical instruments • Test Prep materials • Cameras – digital, video, instamatic, etc. • Recess equipment • Overhead projectors, tape recorders • Carpets • “Rewards” – stickers, pencils, etc. • Copiers • Reference materials • Software • Science Kits • Calculators 	<ul style="list-style-type: none"> • Fundraisers • Book fairs • Title One • New Immigrant Funds • School Reform \$\$\$ • Desegregation \$\$\$ • PD Money • Textbook allotment • Class Reduction Funds • New Teacher \$\$\$ • PTA Budget • Grants • Special Education (e.g. mainstreaming funds) • Materials/Supplies • Activities Funds 	<ul style="list-style-type: none"> • Cafeteria • Gymnasium • Yard • Auditorium • Science Labs • Classrooms • Hallways • Stairwells • Offices • Teachers’ Lounge • Computer Labs • Art Room • Book Closets • Teacher Center • Bathrooms • Nurse’s Office • School Library • Portables

HIGH SCHOOL – ADMINISTRATIVE LEADERSHIP RESPONSIBILITIES				
	Sandra Principal	Rey Assistant Principal	Grace Assistant Principal	Monica Assistant Principal
Teaching & Learning	<ul style="list-style-type: none"> Professional Development for staff Lead weekly PD team meetings Daily feedback to each English teacher (based on daily walk-thrus) Team meetings for English School-wide data analysis Staff newsletter via email or print copy Friday focus email 	<ul style="list-style-type: none"> Coordinate after school tutoring Daily feedback to designated elective teachers 	<ul style="list-style-type: none"> Daily feedback to designated elective teachers Collect and distribute PD hand-outs for absent teachers (at regular PD opportunities) 	<ul style="list-style-type: none"> Daily feedback to each Math teacher (based on daily walk-thrus) Daily feedback to science and social studies teachers (based on daily walk-thrus) Team meetings for Math, Science, SS Ordering PD materials and supplies Logistics for PD Opportunities
Family/Community	<ul style="list-style-type: none"> Media/PR Parent-Teacher functions Community partnerships 	<ul style="list-style-type: none"> Police/Fire Dept Parent meetings and concerns (10th and 11th) Probation officers (10th and 11th) ROTC 	<ul style="list-style-type: none"> PTO liaison Monthly family news Parent meetings and concerns (spec ed) Probation officers Community advisory council 	<ul style="list-style-type: none"> 9th grade orientation for students and parents
Administrative Duties	<ul style="list-style-type: none"> Supervise and evaluate English teachers Supervise administrators Build Master Schedule Lead Administrative Team Meetings SIG compliance Payroll for extended time and meetings POs and budget approval Staff Committees 	<ul style="list-style-type: none"> Supervise and evaluate designated elective teachers Extended learning programming Safety plan Safety drills and records Crisis plan Parking (staff and students) Supervise security personnel Custodial requisitions Book inventory Assemblies 	<ul style="list-style-type: none"> 504 Health services Staff policy handbook Special education building liaison to district office supervisor Supervise and evaluate designated elective teachers Spec ed service providers Cafeteria Bussing Substitute assignments 	<ul style="list-style-type: none"> Student handbook Supervise and evaluate math, science and SS teachers Purchasing Vendors School Treasurer Supervise custodians Supervise secretaries Graduation
Student Support	<ul style="list-style-type: none"> Abuse/Neglect reporting Principal's Student Cabinet Prom Senior activities Graduation Class meetings (11th and 12th) 	<ul style="list-style-type: none"> Class meetings (10th) Level 3 Discipline (9-12) Abuse/Neglect reporting Discipline (10th & 11th) Attendance (10th & 11th) Athletic events 	<ul style="list-style-type: none"> Level 3 Discipline (spec ed) Abuse/Neglect reporting Student Support Team (psych, nurse, counselors) IEP meetings/hearings Attendance (spec ed) 	<ul style="list-style-type: none"> Class meetings (9th) Abuse/Neglect reporting Coordinate after school Student council Fundraisers Athletic/Eligibility

MATH DEPARTMENT PLANNING MEETING

Date _____ Room _____

____ Mugits ____ Keizs ____ Byrne ____ MacFarlane ____ Farnsworth

Guests: _____

1. Discussion of Teaching and Learning Issues**20 minutes****2. Discussion of "Target Students"****15 minutes****3. Things We Commit to Do This Week****5 minutes**

SKILLS, STRATEGIES, HABITS

WEEK	SKILL	STRATEGY	HABIT
September 9	Summarizing	Use A Pattern	Friendship
September 16	Main Idea And Detail	Solve A Simpler Problem	Mutual Respect
September 23	Author's Purpose	Make A List	Organization
September 30	Sequencing	Work Backward	Safety
October 7	Vocabulary In Context	Make A Table	Common Sense
October 14	Cause And Effect	Use Logic	Initiative
October 21	Character Analysis	Use Objects/Act It Out	Patience
October 28	Compare And Contrast	Make A Graph	Sense Of Humor
November 4	Drawing Conclusions	Make A Drawing/Use A Model	Perseverance
November 11	Fact And Opinion	Guess And Check Experiment	Appreciation
November 18	Summarizing	Use A Pattern	Friendship
November 25	Main Idea And Detail	Solve A Simpler Problem	Mutual Respect
December 2	Author's Purpose	Make A List	Organization
December 9	Sequencing	Work Backward	Safety
December 16	Vocabulary In Context	Make A Table	Common Sense
January 2	Cause And Effect	Use Logic	Initiative
January 9	Character Analysis	Use Objects/Act It Out	Patience
January 16	Compare And Contrast	Make A Graph	Sense Of Humor
January 23	Drawing Conclusions	Make A Drawing/Use A Model	Perseverance
February 1	Fact And Opinion	Guess And Check Experiment	Appreciation
February 8	Summarizing	Use A Pattern	Friendship
February 15	Main Idea And Detail	Solve A Simpler Problem	Mutual Respect
February 22	Author's Purpose	Make A List	Organization
March 1	Sequencing	Work Backward	Safety
March 8	Vocabulary In Context	Make A Table	Common Sense
March 15	Cause And Effect	Use Logic	Initiative
March 22	Character Analysis	Use Objects/Act It Out	Patience
March 29	Compare And Contrast	Make A Graph	Sense Of Humor
April 5	Drawing Conclusions	Make A Drawing/Use A Model	Perseverance
April 12	Fact And Opinion	Guess And Check Experiment	Appreciation
April 19	Summarizing	Use A Pattern	Friendship
April 26	Main Idea And Detail	Solve A Simpler Problem	Mutual Respect
May 3	Author's Purpose	Make A List	Organization
May 10	Sequencing	Work Backward	Safety
May 17	Vocabulary In Context	Make A Table	Common Sense
May 24	Cause And Effect	Use Logic	Initiative
May 31	Character Analysis	Use Objects/Act It Out	Patience
June 7	Compare And Contrast	Make A Graph	Sense Of Humor
June 14	Drawing Conclusions	Make A Drawing/Use A Model	Perseverance
June 21	Fact And Opinion	Guess And Check Experiment	Appreciation

SKILL OF THE WEEK

Skill: Drawing Conclusions

DEFINITION

- Reaching a logical outcome based on clues
- Using information in a story to figure out what is happening or what happened

KEY VOCABULARY TO USE

As a result	Conclusion
Clues	Infer
Evidence	Figure out
Leads to	Outcome
Next	Probably

KINDS OF QUESTIONS

- What will probably happen next?
- What clues can we use?
- How is this related to the selection?
- What guesses can we make using what we know?

READING

- Prediction Chart: Students identify evidence and clues from the reading and make prediction (can be done in T-chart form).
- Class Discussion: Talk about plot and events that lead to assumptions about conclusion. Question – What will probably happen next? How do you know?
- Turn to Your Partner or Buddy Buzz: Students brainstorm events that occurred in reading and determine what will happen next.
- Writing: Focus on students justifying their work with clues and evidence.
- Story Time/ Read Alouds: Suggested reading – How Much is a Million?, Is Your Mama a Llama?, The Girl Who Loved Horses, LonPoPo.

MATH

- Probability: How can we make logical guesses about what will occur?
- Word Problems: Focus on word problems where students need to justify answers based on information in the problem
- New Concepts: Introduce students to what will happen when we perform ___ operation? How can we use patterns to determine expectations for certain outcomes?

WRITING

- Graphic Organizers: Prediction Chart: T-Chart; K-W-L; Detective Logs.
- Partner Reading (or Shared for Early Childhood): Find clues to figure out what will happen
- Riddles: Give variety of clues, as in "I am a box, I have dials and numbers. When people turn me on music pours out of me...." Then ask "What am I?"
- Role Playing: Students play charades and classmates accumulate clues to determine solution



STRATEGY SIX

SUCCESSFUL CLASSROOMS

ANNOTATED VERSION

Strategy Six: The Successful Classroom

There are core elements of classroom success that we believe apply to any school, any teacher, any age, any subject. The principal's view must focus on these three elements as he or she is out and about.

- **Targets & Methods** All good lessons have structure and rationale that begin with an answer to this question: What should students know and be able to do at the end of this lesson? Much as we talked about targets that are “do-able with a stretch” for schools – the same holds true for classrooms. Good lesson targets are typically multi-faceted – covering more than one learning idea. Paired with purpose come teaching methods to achieve it.

Much time and money have gone in to training teachers on a host of teaching approaches. The problems with performance come from being used incorrectly or with insufficient intensity or duration to make a difference. When educators talk about “research-based practice” they often fail to understand that the issue is not the value of the approach but with the fidelity with which it is being expressed. Many teachers default continually to just a few approaches. It’s not just that a healthy dose of variety is stimulating (though brain research says this is so!), but also that different approaches are appropriate for different times. School leaders need to look closely at making sure that a variety of approaches are taken – in any given lesson – to provide access for a variety of learning needs and styles. They also need to be clear that the methodologies being used are useful for each aspect of the “why” that is being learned.

- **Physical Space** All classrooms regardless of student age should have key elements. The first is that they should explicitly reflect without further explanation what the students in that room are learning. This isn’t about proof for visitors, its reinforcement and tools for the occupants of that room. The second key element is to motivate students to keep learning. Rooms that promote learning have work that is current and exemplary, a minimum of commercially produced products and a bevy of student work – which sends a clear message about whose work is really important.

This often gets too much attention from elementary school leaders and not enough from middle/junior and high schools. The surroundings for learning aren’t just about having cutesy birthday graphs or motivational phrases. The materials and resources that are available and accessible, the student work that is posted throughout the room, and the relevant standards for learning are either reflected actively and pervasively in the environment or they are not. Visual display is not always a matter of vivid colors and neat displays. Environments matter greatly to morale and productivity of adults. How could they not also matter to children?

- **Student Connection to Learning** Connecting means that students are doing something with content. They may be writing, speaking, watching, and listening. More illusively but even more critically, they may be thinking. Engagement is not always easy to gauge.

The best principals don’t go in to watch how well a teacher teaches. They go in to see how well the students are learning. If twenty students are aptly engaged to a chemistry lab demonstration and five are clearly tuning out, the best that can be achieved is eighty percent of the students learning. The issue is not attendance or even attention. It’s the depth and level of connection. Looking at a teacher’s lesson plans or the student homework or the grading book won’t provide enough insight. The artifacts of learning have to be examined. The students have to cough up some answers themselves by answering the casual queries: What are you learning? How does this relate to what you learned last week? Why are you studying this? Notebooks or work folders are easy enough to look at. What are you looking for? Evidence that students are thinking and learning in meaningful increments – not just

MAKING TIME FOR CLASSROOMS

We repeatedly hear from principals that they don't have the time to get into classrooms. Often days – even weeks go by without venturing out of the office. Our response to that is to make time by moving something else aside. Time expert Brian Tracy speaks of the Law of Forced Efficiency: There is never enough time to do everything, but there is always enough time to do the most important thing. Principals don't lose their jobs over shoddy paperwork. They lose them over poor academic performance by the students they serve.

The first key to classroom visits lies in making them a daily habit. Spending a full day once a week is much less useful, both because it takes too much solid time and because it will then slip to once every other week. The second key is having a structure for who gets visited – and for how long. Part of this is for equity, but more important is the compression of time.

FEEDBACK LOOPS

Principal time in classrooms is meaningless unless it results in improved student learning. How can it be helpful for a teacher to get a page of notes two weeks – or longer – after the actual lesson takes place? The successful classroom is built by principal support in real time—not just the continuing visits but immediate feedback. This means giving teachers your observations and insights such that they can continually improve. Within the framework for classroom visits, the most critical element of both types is shelf life. There's not a lot of value hearing about something done the week before. In fact, we believe that even 24 hours later is a bit too long.

We see consistently that teachers are much more likely to respond to these suggestions that come in less than five minutes, than any other intervention. It's only one thing – which is infinitely more doable than a list of ten things or even three. Teachers don't feel they have to go home and plan differently or take a class or see their union rep. Most will respond within the same period or day.

TARGETS AND METHODS

What to look for...

- Is it clear what students are to know and be able to do?
- Is the objective/expectation explicit (written or verbal)?
- Is the objective/expectation implicit (written or verbal)?
- Are students able to express what the expectation is?
- Is the lesson/objective appropriate for the grade/course level?
- Is the lesson on pace/timely?
- Is the lesson reflective of standards?
- Are higher order questions being asked by teacher and students?
- Do tasks require higher order thinking skills?
- Are students using a variety of resources?
- Do teachers move beyond required textbooks?

PHYSICAL SPACE

What to Look For...

- Student work and other items on display are current
- Few of the materials and display items are commercially done
- Exemplary and proficient student work is prominently displayed
- Target boards reflect expectations for student work
- There is a connection between student work and the learning objective(s)
- Writing samples with scoring guides/rubrics are posted
- Resources are available for student editing
- Classroom behavior agreements are on display
- There is evidence of student editing
- Classroom reflects a safe and orderly environment

CONNECTION TO LEARNING

What to ask...

- What are you learning? How does learning make you better..... (reader, writer, mathematician, scientist, etc.)?
- How will you know if you have gotten really good at this?
- What is "proficiency" on this task?
- Is this interesting to you?
- What do you do in this class if you need extra help?
- May I see examples of your work from this class of which you are most proud?

What to look for...

- Are students reading, writing, discussing?
- Does the teacher repeatedly check for understanding?
- Do students give thoughtful answers?
- Is there "wait time" before students are called on or answer?
- Was there evidence of critical thinking in the answers?
- Do students communicate effectively?
- Do student responses go beyond identifying the learning objective?
- Are students excited about learning?
- Do students know how to get extra help if they need it?

WEEKLY SUPERVISOR SCHEDULE

Supervisor: A. Davis

Week of: September 3rd

	Monday	Tuesday	Wednesday	Thursday	Friday
Extended Visits (10-15 Min)	1. J. Bruderek 2. J. Bryant 3. M. Toliver	1. T. Brooks 2. G. Williams 3. N. Johnson	1. S. Alaiasa 2. J. Herter 3. J. Maloney	1. W. Araki 2. D. Castro 3. D. Deery	1. M. Pomeisl 2. M. Garcia 3. B. Brozon
Quick Visits (2-5 Min)	Focus: Physical Space 4. T. Brooks 5. G. Williams 6. N. Johnson 7. S. Alaiasa 8. J. Herter 9. J. Maloney 10. W. Araki 11. D. Castro 12. D. Deery 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space 4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. S. Alaiasa 8. J. Herter 9. J. Maloney 10. W. Araki 11. D. Castro 12. D. Deery 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space 4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. T. Brooks 8. G. Williams 9. N. Johnson 10. W. Araki 11. D. Castro 12. D. Deery 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space 4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. T. Brooks 8. G. Williams 9. N. Johnson 10. S. Alaiasa 11. J. Herter 12. J. Maloney 13. M. Pomeisl 14. M. Garcia 15. B. Brozon	Focus: Physical Space 4. J. Bruderek 5. J. Bryant 6. M. Toliver 7. T. Brooks 8. G. Williams 9. N. Johnson 10. S. Alaiasa 11. J. Herter 12. J. Maloney 13. W. Araki 14. D. Castro 15. D. Deery

Teacher _____ Class _____ Date _____ Time _____

Targets and Methods

Physical Space

Connection to Learning

Suggestions and Questions

Supervisor _____ Date _____

QUICK VISIT FEEDBACK

RE-ORDER NO. 7-45300 200 SETS/7-45400 400 SETS

A MESSAGE FOR: Ms. Blanks

FROM Ms. Toliver DATE 9/3/10

OF _____ TIME 9:30 ^{A.M.} _{P.M.}

PHONE _____ AREA CODE _____ NUMBER _____ EXT. _____ ☐ URGENT

☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL

MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN

I really like the way your class library is organized by high interest genres. How do students take out books?

RE-ORDER NO. 7-45300 200 SETS/7-45400 400 SETS

A MESSAGE FOR: Ms. Deery

FROM Ms. Toliver DATE 9/3/10

OF _____ TIME 9:35 ^{A.M.} _{P.M.}

PHONE _____ AREA CODE _____ NUMBER _____ EXT. _____ ☐ URGENT

☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL

MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN

I was happy to see you working with a small group today. I noticed the students working independently were struggling. How can you help them with clearer tasks?

A MESSAGE FOR: Mr. Davis

FROM Ms. Toliver DATE 9/3/10

OF _____ TIME 9:40 ^{A.M.} _{P.M.}

PHONE _____ AREA CODE _____ NUMBER _____ EXT. _____ ☐ URGENT

☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL

MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN

For the past three visits I have mentioned that you should not be at your desk during comm. arts. I am asking our Title I specialist to come team with you.

A MESSAGE FOR: Ms. Bryant

FROM Ms. Toliver DATE 9/3/10

OF _____ TIME 9:45 ^{A.M.} _{P.M.}

PHONE _____ AREA CODE _____ NUMBER _____ EXT. _____ ☐ URGENT

☐ TELEPHONED ☐ CAME TO SEE YOU ☐ RETURNED YOUR CALL

MESSAGE: ☐ PLEASE CALL ☐ WANTS TO SEE YOU ☐ WILL CALL AGAIN

I noticed that 3 of your target students - Tyrone, Mike, and Sheena were not actively engaged during your lab demonstration. You may want to move them to the front.

WEEKLY REFLECTION LOG

Teacher _____ Date _____

One new thing I tried this week (describe what you did!):

What worked and didn't work about what I tried:

What I plan to try next week (and why you plan to try it!):

INNOVATIONS NEWSLETTER

Celebrating Classroom Innovations for the Week of _____

Quote of the Week:

Teacher _____ Class _____

What was tried and how it worked:

Teacher _____ Class _____

What was tried and how it worked:

Next Week the Leadership Team will be focusing on supporting you in _____.

Please be sure to see your colleagues for more information on the new things they tried this week.

Thanks for all the hard work you do to make all of our students successful!

MAKING TIME FOR CLASSROOMS

1. Commit to spending time in classrooms every day and stick to your schedule for it – make it a priority.
2. Schedule visits at all times of the day and different days of the week in order to get broad coverage of curriculum and instruction.
3. Set up parent office hours and let parents know when they are and why you won't be available all the time – because you need to be in classrooms helping their children learn!
4. Communicate with your district office about the time you will be spending in classrooms and let them know that you will be conscientious about returning calls and e-mails in a timely fashion (and be sure to do so – after school!)
5. Set up a clear list of responsibilities for critical staff (guidance counselor, vice principal, instructional Specialist) and distribute to staff so that everyone knows who the “go to” person is for each area.
6. Set up a calendar for appointments for staff and parents and be sure office staff knows how to utilize (block in your time in classrooms!).
7. Train support staff to answer that you are in classrooms observing teaching and learning – not that you “are somewhere in the building.”
8. Keep most discipline issues at the classroom level; train staff in classroom management.
9. Develop options for dealing with students sent to the office for discipline that don't always have to involve you.
10. Say “no” to meetings that don't absolutely necessitate you being there (refer back to your responsibility checklist and send someone else if at all possible).
11. Let students and teachers know that you do NOT want them to stop what they're doing.
12. Prioritize teaching and learning above anything “administrative” in nature.
13. Set aside time every day (once first thing in the morning and once in the afternoon – preferably when students are not in the building) to answer phone calls and e-mail.
14. Enforce a policy of not being interrupted for phone calls during your time in classrooms unless it's an emergency (and define emergency!). This includes calls from the district office.
15. Ask school visitors to join you.
16. Walk into classrooms anytime you're coming in and out of the building.



A FEW MORE THINGS

Quotes

A ship in harbor is safe, but that is not what ships are built for.

William Shedd

All motion is relative. Perhaps it is you who have moved away by standing still.

...from Inherit the Wind

An innovation, to be effective, has to be simple and it has to be focused. It should do only one thing; otherwise, it confuses. If it is not simple, it won't work. Everything new runs into trouble; if complicated, it cannot be repaired or fixed. All effective innovations are breathtakingly simple. Indeed, the greatest praise an innovation can receive is for people to say: "This is obvious. Why didn't I think of it?"

Peter Drucker

Anything I can't sell I don't want to invent.

Thomas Edison

Be careful what you wish for – you might get it!

Richard Murray

Become a possibilitarian. No matter how dark things seem to be or actually are, raise your sights and see possibilities – always see them, for they're always there.

Abraham Lincoln

Between the idea and the reality
Between the motion and the act
Falls the Shadow.

T. S. Eliot

Born originals, how comes it to pass that we die copies?

Edward Young

Caution, while a valuable servant, is a dangerous master.
Chaos breeds life, while order creates habit.

Henry Adams

Develop only the bare minimum to prove an idea, prove only one idea at a time, never develop what can be borrowed or modified, minimize the time to demonstration, insist on the highest standards of workmanship, and do all of this with the smallest possible team.

J.A. Kuecken

Fortune favors the prepared mind.

Louis Pasteur

God forgives those who invent what they need.

Lillian Hellman, *The Little Foxes*

How wonderful it is that one can start doing good at this moment.

Anne Frank

I believe in intuition and inspiration...at times I feel certain that I am right while not knowing the reason.... Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution.

Albert Einstein

I have met with but with one or two persons in the course of my life who understood the art of walking, that is, of taking walks—who had a genius, so to speak, for sauntering.

H. D. Thoreau

Ideas are not good enough. Ideas are not deeds. Ideas are rarely converted into action unless proselytized with zeal, carried with passion, sustained by conviction, and fortified by faith. They need authentic champions. Above all, ideas need people who are doers, not just talkers.

Ted Levitt

"If I am not for myself, then who will be for me? And if I am only for myself, then what am I? And if not now, when?"

Rabbi Hillel 1st Century BC

If people's activities are confined to the letter of their job, if they are required to stay within the fences organizations erect between tasks, then it is much less likely that people will ever think beyond what they are given to do or dream about things they might do if only the right problem came along.

Rosabeth Moss Kanter

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Rosabeth Moss Kanter

If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.

Henry David Thoreau, *Walden*

If you can dream it, you can do it.

Walt Disney

If you refuse to accept anything but the best, you very often get it.

Somerset Maugham

It is far easier to fight for one's principles than it is to live up to them.

Alfred Adler

It's never too late to have a happy childhood.

Edith Ann

It's tough to learn from mistakes you never made.

In the entrepreneur's contrarian domains, he needs most of all a willingness to accept failure, learn from it, and act boldly in the shadows of doubt. He inhabits a realm where the last becomes first, where supply creates demand, where belief precedes knowledge. It is a world where expertise may be a form of ignorance and the best possibilities spring from a consensus of impossibility.

George Gilder

Killing time isn't murder; it's suicide.

Leaders are the most results-oriented individuals in the world, and results get attention. Their visions or intentions are compelling and pull people toward them. Intensity coupled with commitment is magnetic. And these intense personalities do not have to coerce people to pay attention; they are so intent on what they are doing that, like a child completely absorbed with creating a sand castle in a sandbox, they draw others in.

Bennis and Nanus

Let him who would move the world first move himself.

Socrates

Make no little plans, they have no magic to stir men's blood... Make big plans, aim high in hope and work.

Daniel Burnham

Man, unlike any other thing organic or inorganic in the universe, grows beyond his work, walks up the stairs of his concepts, emerges ahead of his accomplishments.

John Steinbeck

Most people change, not because they see the light, but because they feel the heat.

My commitment is to be at the cutting edge of the practical implementation of advanced planning... not to be the one who thought up the idea or who wrote the book about it, but the one who wanted to be there when it works for the first time.

Alonzo McDonald

One must never speak of feeling to the actor. Search for the life of the part in plans of action, not feelings. Find the action and the cliché will disappear. If you act and believe, you will begin to feel.

Constantine Stanislavsky

Only mediocre people are always at their best.

Somerset Maugham

Our policy is to reduce the price, extend the operation, and improve the article. You will note that the reduction of price comes first.... One of the ways of discovering...is to name a price so low as to force everybody in the place to the highest point of efficiency. The low price makes everybody dig for profits. We make more discoveries concerning manufacturing and selling under this forced method than by any method of leisurely investigation.

Henry Ford

Search your parks, search your cities, there will never be statues to committees.

David Ogilvy

Creativity without implementation is irresponsibility.

Ted Leavitt, Harvard Business School

Tell me, what else should I have done?
Doesn't everything die at last, and too soon?
Tell me, what is it you plan to do
with your one wild and precious life?

~The Summer Day

The best reformers the world has ever seen are those who commence on themselves.

George Bernard Shaw

The best way to predict the future is to create it.

Peter Drucker

The dominant culture in most big companies demands punishment for a mistake, no matter how useful, small, invisible. This is especially ironic because the most noble ancestor of today's business rationality was called scientific management. Experimentation is the fundamental tool of science.

Thomas J. Peters & Robert H. Waterman, Jr.

The future ain't what it used to be.

Yogi Berra

The future is not a gift. It's an achievement.

Henry Lauder

The innovator's characteristic concern is with the embodiment of ideas. If the ideas become more important for him than for their embodiments, he turns to an inventor or even an artist. If the ideas that are interesting to him can be measured according to whether they do or do not make money, to that extent he is an entrepreneur.

William Kingston

The Leader's Challenge: To make people's strengths effective and their weakness irrelevant.

Peter Drucker

The Lord's Prayer contains 56 words, the 23rd Psalm 118 words, the Gettysburg Address 226 words, and the Ten Commandments 297 words, while the U.S. Department of Agriculture directive on pricing cabbage weighs in at 15,629 words.

The New York Times

The real voyage of discovery consists not in seeking new landscape, but having new eyes.

Proust

The reasonable person adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends upon the unreasonable man.

George Bernard Shaw

The statement, "I can endure everything," may be equivalent to saying, "I will risk nothing."

Jessamyn West

The time is always right to do what is right.

Martin Luther King, Jr.

There is nothing more difficult to take in hand, more perilous to conduct, than to take a lead in the introduction of a new order of things, because the innovation has for enemies all those who have done well under the old conditions and lukewarm defenders in those who may do well under the new.

Machiavelli, The Prince

Those with targets are far more likely to succeed than those who pledge their best efforts.

Those who dream by night in the dusty recesses of their mind wake in the day to find that all was vanity; but the dreamers of the day...act their dream with open eyes, and make it possible.

T.E. Lawrence

Those who say, "That's the way the ball bounces," are the ones who dropped it.

To be scared out of your senses is sensible. To be comfortable is suicidal.

Tom Peters

You have brains in your head
you have feet in your shoes
you can steer yourself
any direction you choose

Dr. Seuss in Oh, the Places You'll Go

Virtually nothing comes out right the first time. Failures, repeated failures, are finger posts on the road to achievement. The only time you don't fail is the last time you try something and it works. One fails forward toward success.

Charles F. Kettering

Vision creates values before they come to be valued.

Ihab Hassan

We do not inherit the earth from our ancestors. We borrow it from our children.

Native American Proverb

We may affirm absolutely that nothing great in the world has ever been accomplished without passion.

George Hegel

We trained hard--but it seemed that every time we were beginning to form into teams, we would be reorganized. I was to learn later in life that we tend to meet any new situation by reorganizing. And what a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency, and demoralization.

Gaius Petronius Arbiter, 210 B.C.

What's the opportunity? It's contained within every problem you have in your life. Every single problem you have in your life is the seed of an opportunity for some greater benefit.

Deepak Chopra

When asked by a wealthy patron, "Sir, how can I help you?" Picasso is said to have replied, "Stand out of my light."

Pablo Picasso

When I haven't any blue, I use red.

Pablo Picasso

When people are free to do as they please, they usually imitate each other.

Eric Hoffer

When spider webs unite, they can tie up a lion.

Ethiopia

Where all think alike, no one thinks very much.

W. Lippman

You must be the change you wish to see in the world.

Mahatma Ghandi

If you think you can or you think you can't, you are right.

Henry Ford

"The greatest problem with communication is the assumption that it has taken place"

George Bernard Shaw

"A weed is a plant whose virtues have not yet been discovered"

Ralph Waldo Emerson

"The Law of Forced Efficiency: "There is never enough time to do everything, but there is always enough time to do the most important thing."

Brain Tracey, Author "Eat The Frog!"

"Just find out what successful people do and do the same things until you get the same results. Wow! What an idea."

Brian Tracy, Author "Eat The Frog!"

"One should always ask: What is the simplest method that will give us adequate results? And what are the simplest tools? Albert Einstein after all never used anything more complicated than a blackboard"
Peter F. Drucker, Author "Managing For Results"

"The greater the artist, the greater the doubt; a perfect confidence is granted to the less talented as a consolation prize."
Anonymous quote

"The first law of success is concentration, to bend all the energies to one point, and to go directly to that point, looking neither to the right nor to the left."
William Mathews

"The things that matter most must never be at the mercy of the things that matter least"
Brain Tracey

"A weed is a plant out of place."
Ellery Knake

"I didn't say it was wrong. I said it was dull. Its sheer competence was staggering. Interest nil. Oddity nil. Singularity nowhere."
Alan Bennett

If at first you don't succeed, destroy all evidence that you tried. A conclusion is the place where you got tired of thinking. NO one is listening until you make a mistake.

"Words have a magical power. They can bring either the greatest happiness or deepest despair; they can transfer knowledge from teacher to student; words enable the orator to sway his audience and dictate its decision. Words are capable of arousing the strongest emotions and prompting all men's actions."
Sigmund Freud

"Courage is being scared to death but saddling up anyway"
John Wayne

"If you don't know where you're going, any road will get you there:
The Cheshire Cat, Alice in Wonderland

Our deepest fear is not that we are inadequate.
Our deepest fear is that we are powerful beyond measure.
It is our light, not our darkness, that most frighten us.
We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous?
Actually, who are you not to be?....
Your playing small doesn't serve the world.
Nelson Mandela

The essence of America lies not in the headlined heroes...but in the everyday folks who live and die unknown, yet leave their dreams as legacies.

Alan Lomax

Hope begins in the dark, the stubborn hope that if you just show up and try to do the right thing, the dawn will come. You wait and watch and work: You don't give up.

Anne Lamott

Opportunity is missed by most people because it is dressed in overalls and looks like work.

Thomas A. Edison

The wisest mind has something yet to learn.

George Santayana

Turnaround at the Movies!

The following list of movies has been added to over time by participants, Specialists and others interested in the notion of turnaround. They are in no order other than that in which they've been contributed. If you've got a movie you think should be included, by all means let us know!

HIDALGO

This movie depicts the life and times of a School Turnaround principal. You ride hard each and every day keeping that unwavering faith that you will get to the ultimate goal and along the way suffer from several delusional periods. This movie is a must see when you are feeling like someone is asking you to do the impossible. Plus the horse is hot. Check out those butt muscles! There is some other main character but I can't think of his name.

LION KING

My very, very favorite movie, that was way more than O.K. is the Lion King. The entire movie was written about turnaround leadership.

Don't expect those closest to you (your staff - APs, counselors etc.) to jump on your turnaround wagon and offer support, just because you get excited.

Simba - "Someday, I will be king over all this."

Scar - "Forgive me for not jumping for joy - bad back."

Turnaround leaders have to have vision, even though in the beginning it looks bleak to others.

Timon - "We're gonna fight your uncle -- for this?"

Simba - "Yes Timon, This is my home."

Timon - "Whoa, talk about your fixer uppers."

Turnaround leaders need support from others who have expertise in leadership

Mufasa to Simba - "Whenever you feel alone just remember that those Kings before you will always be there to guide you and so will I."

Turnaround leaders understand they are building strong building strong legacies for others to continue building upon.

Mufasa - "A king's time as ruler, rises and fall like the sun. One day the sun will set on my time here and will rise with you as the new king."

REMEMBER THE TITANS

In the fog of Gettysburg, Coach Boone challenges the group of players to overcome their differences to become a team. But perhaps even more powerful is when the two "captains" confront each other about what

it means to lead. Set in the South in the 70's, this movie is as much about race relations, as it is about having high expectations, as it is about leadership. Through the ups and downs of bringing a community together, Coach Boone learns about bringing a message and his convictions to life.

HOOSIERS

First off Gene Hackman as Norman Dale is a man with a history, a man with some big failures – not some two-dimensional fairy tale hero. He ends up becoming a successful turnaround leader because he's learned from his mistakes. He takes the tough road and sticks to it when it comes to building a basketball team. There's plenty of adversity but he doesn't cater to the negative majority of the townsfolk. In fact, he is saved by the star player who won't play for anyone else. As a teacher, not just coach of the team, Dale balances the back to basics of running the ball and a strong defense with capitalizing on the talents of star players. Good turnaround leaders understand that both are critical for success on a grand scale. Hoosiers is all about redemption: for a leader; a team; a town. Redemption. Redemption. Redemption.

WIZARD OF OZ

Toynbee stated – "Education is a journey not a harbor". The Wizard of Oz is the tale of an ensemble of characters on a journey of discovery. Each individual is in search of what they perceive as a missing piece of their life. Their trek is not unlike the challenge facing school leaders – full of scary surprises and obstacles that tax their courage and creativity. I recommend this movie because of the scene near the very end – when the Wizard enlightens the group and reveals to them that they have already possessed the brain, the heart, the courage, etc. that they had long searched for. The Wizard is an ordinary person doing extraordinary things – like an effective school leader.

TWELVE O'CLOCK HIGH

The leader of a bombing squadron stationed in the UK in World War II struggles with how to balance compassion, clear direction and discipline at times of great duress. And it never hurts the learning to have Gregory Peck play the leader!

GOONIES

A group of kids finds a treasure map that gives them hope for saving their homes. They follow the map and are not deterred by dangerous caves and mobsters. When offered an easy out and escape from peril by riding up in a well bucket, they reject it. Mikey reminds them that success will be over the minute they take "the quick way" out and away from the treasure. "Come on, guys, this is our time. Our last chance to see if there really is any rich stuff. We've got to!"

MILLION DOLLAR BABY

The moment Maggie Fitzgerald walks into the gym we know something "big" is going to happen. Maggie would ultimately resuscitate Frankie's moribund career and his joie de vivre. His gruff exterior belies his vulnerably, caring and passionate side (characteristics inherent in principals). Frankie's opening remarks such

vulnerably, caring and passionate side (characteristics inherent in principals). Frankie's opening remarks such as, "You're too old" and "I don't train girls" are the ultimate challenge and represent the point of transformation for both these characters. The bonds established among Scrap, Frankie and Maggie demonstrate the values of coaching, learning, risk-taking, responsibility and tenacity....all ingredients for School Turnaround Principals and Specialists.

TWELVE ANGRY MEN

One person standing alone had the courage of his convictions and was able to persuade his fellow jurors of the truth (1957 version).

BAD NEWS BEARS (THE ORIGINAL)

The plot of a team of mismatched, undisciplined, rag-tag underdogs that goes out to win a game, much less a championship, is similar to the odds of a failing school. Who prevails in the end is nothing less than phenomenal.

RUDY

This movie is a true story about a boy whose dream in life is to play football for the University of Notre Dame. However, his grades are too low, he's not that great of an athlete, and he's half the size of the other players. Rudy didn't let those obstacles deter him. He worked as hard as he could—both on the practice field and in the classroom and applied to the University. Each semester he sat on a bench on the Notre Dame campus and opened rejection letter after rejection letter. He finally gets accepted to the University and fights his way on to the team, but is basically told that he'll never play in a game. The other players have so much respect for his sheer will and determination that they tell the coach they'll quit if he doesn't put Rudy in a game. The scene at the end where the crowd is chanting "Rudy! Rudy!" and his dream of playing football for the Irish finally comes true, still gives me chills every time I see it. If there was ever a story about perseverance, determination, and refusal to quit despite all of the odds stacked against you, then Rudy is surely it. The moral of the story? Hard work does pay off, and dreams can come true.

IT'S A WONDERFUL LIFE

This movie depicts the importance for leaders to take control of their own destiny. When George Bailey wishes he had never been born and sees life without his influences, he realizes that he should focus on all that is right in his life, instead of focusing on what he wishes were different. A true leader doesn't wait around for fate to take its course, but rather takes charge and creates supports that drive all resources to the desired destiny.

