Coaching and Developing Turnaround Leader Actions

Professional Learning Module
Introductions, Agenda, and Outcomes
Partner Organizations

Center on GREAT TEACHERS & LEADERS at American Institutes for Research

THE CENTER ON SCHOOL TURNAROUND

PUBLIC IMPACT

UNIVERSITY OF VIRGINIA

Partnership for Leaders in Education
Introductions

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

- Introductions, Agenda, and Outcomes
- Connecting Turnaround Leader Actions and Competencies
- Assessing Leader Actions
- Coaching Turnaround Leaders
- Creating a Leadership Development Plan
- Closing Reflections and Next Steps
Outcomes

- **Understand the connection** between turnaround leader competencies and the actions of successful turnaround principals and leadership teams.

- **Learn strategies for coaching and developing turnaround leaders and supporting implementation of key turnaround leader actions.**
School turnarounds require strong leaders with the necessary competencies to succeed.

Turnarounds also call for leaders to take high-leverage actions. Leaders need to know not only which actions to take but also when and how to take them within a given context.

Coaching helps develop competencies and increases the application of knowledge and skills. Therefore, coaching is critically important in the development and support of turnaround leaders.
Need for Principal Development

What percentage of new principals are still at their school after 3 years?

About half of new principals leave their schools within 3 years.

What percentage of funding for training programs goes to principal development?

Of the approximately $1 billion provided annually to districts for training programs, only 9% of funds go toward supporting principals, whereas 91% is used for teachers.

Connecting Turnaround Leader Actions and Competencies
## Turnaround Logic Model

<table>
<thead>
<tr>
<th>Conditions</th>
<th>School-Based Practices</th>
<th>Leading Indicators</th>
<th>Academic Achievement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great leader/competencies</td>
<td>Leader actions</td>
<td>Adult Behaviors</td>
<td>Short-Term Outcomes</td>
</tr>
<tr>
<td>Great teachers/competencies</td>
<td>Turnaround planning</td>
<td>• ↑ Teacher retention</td>
<td>• Midyear/interim achievement</td>
</tr>
<tr>
<td>Autonomy: people, time, money, programs</td>
<td>Instructional practices</td>
<td>• ↑ Teacher attendance</td>
<td></td>
</tr>
<tr>
<td>Funding</td>
<td>Staffing</td>
<td>• ↑ Teacher effectiveness</td>
<td></td>
</tr>
<tr>
<td>Support from state, district, and external providers</td>
<td>Scheduling</td>
<td>• ↑ Leader effectiveness</td>
<td>Intermediate Outcomes</td>
</tr>
<tr>
<td></td>
<td>School culture and climate</td>
<td>• ↑ Satisfaction</td>
<td>• Achievement and growth on annual state</td>
</tr>
<tr>
<td></td>
<td>Family and community engagement</td>
<td></td>
<td>assessments</td>
</tr>
<tr>
<td></td>
<td>Performance management</td>
<td></td>
<td>• College and career readiness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Long-Term Outcomes</td>
</tr>
</tbody>
</table>

**Adult Behaviors**
- • ↑ Teacher retention
- • ↑ Teacher attendance
- • ↑ Teacher effectiveness
- • ↑ Leader effectiveness
- • ↑ Satisfaction

**Student Behaviors**
- • ↑ Student retention
- • ↑ Student attendance
- • ↑ Graduation
- • ↑ Advanced courses
- • ↑ Satisfaction
- • ↑ Enrollment
- • ↓ Discipline incidents

**Turnaround Theory of Action**

**IF** schools and districts hire great leaders and teachers with turnaround competencies and provide them with adequate autonomy, funding, and support; and **IF** they implement effective school-based practices…

**THEN** leader and teacher effectiveness and student engagement, behavior, and learning will increase; and

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

Turnaround Leader Competencies

- Competencies are underlying motives and habits—or patterns of thinking, feeling, acting, and speaking—that cause a person to be successful in a specific job or role.
- Competencies lead to actions that lead to outcomes.
- Competencies explain some of the differences in performance levels of leaders.
- Competencies can be measured and intentionally developed.

(Spencer & Spencer, 1993; Steiner & Hassel, 2011)
The Iceberg Model

**Qualifications:**
- Certification
- Degrees

**Knowledge & Skills:**
- Leader Actions

**Competencies:**
- Recurring patterns of thought and action
- Example: Achievement drive

Adapted from “The Iceberg Model” in Spencer & Spencer, *Competence at Work*, p. 11.
Think about a strong turnaround leader and tell your partner about this person: **What makes him or her a strong leader?**
Turnaround Leader Competencies

- **Achievement / Focus on Sustainable Results**
  - Monitoring & Directiveness / Holding People Accountable
  - Initiative & Persistence
  - Planning Ahead

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

- **Driving for Results**
  - Problem Solving

- **Influencing for Results**
  - Personal Effectiveness

- **Impact and Influence**
  - Team Leadership / Engaging the Team
  - Developing Others

- **Analytical Thinking**
- **Conceptual Thinking**

(Kowal & Hassel, 2005; Spencer & Spencer, 1993; Zhu, Hitt, & Woodruff, 2015)
Competency research suggests that outstanding performance in complex jobs—ones in which most candidates have a similar educational history and significant autonomy over daily work tasks—is driven more by underlying competencies than by readily observed skills and knowledge. 

(Steiner & Hassel, 2011, p. 5)
Activity 1: Connect Competencies and Actions

With a partner:

1) Brainstorm and choose one action that a strong turnaround leader takes.

2) Look at the list of competencies in your handouts and discuss which competency or competencies a leader would have to exhibit in order to consistently perform that action.
Turnaround Leadership in Action

Cooper et al., in press
Public Impact, 2015
University of Virginia’s Partnership for Leaders in Education, n.d.
Activity 2: Describe Turnaround Leader Actions

- **Individually**
  - Each group member is assigned a different leader action topic.
  - Take 2–3 minutes to read the description and example for your topic in the handouts.
  - Create a new example of this topic from your own experience.
  - Prepare to present to your group: (1) explanation of topic; (2) example

- **Group**
  - Each member takes 2 minutes to present his or her leader action to the group.

Cooper et al., in press
Principal Supervisors: Providing Support and Accountability

1. Diagnosing competency levels
2. Setting leader development goals
3. Facilitating leader development
4. Frequently observing and providing feedback
5. Monitoring and adjusting development plans
6. Evaluating principal performance
Assessing Leader Actions
Tools for Assessment of Leader Actions

**Behavioral Event Interview**
Measures candidates’ strengths on the competencies as they describe past professional events in rich detail.

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

**Turnaround Leader 360 Assessment**
Provides developmental feedback from supervisors, leadership team members, and staff on leader actions.

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

**Leader Performance Evaluation**
Outlines the standards, behaviors, and competencies of school leaders.
Behavioral Event Interview

- A behavioral event interview (BEI) is an in-depth way to measure candidates’ strength on the competencies.
- Past performance is an indicator of future performance.
- Prospective school leaders share stories about previous work experiences that reveal their leadership competencies. These stories lay the groundwork for an analysis of how well leaders perform in a turnaround school.
- Although typically conducted during selection, the BEI can serve as a valuable development tool.
- For more on Behavioral Event Interviews, see Resources slide.
A self-assessment allows a school leader to reflect on his or her own practices and evaluate his or her own performance on turnaround leader actions and competencies.

For examples of turnaround leader self-assessments, see Resources slide.
The 360 Assessment provides developmental feedback on the degree to which turnaround school leaders exhibit research-based turnaround leader actions and competencies.

Feedback is provided anonymously on a Likert scale and in narrative form from the leader’s supervisor, school leadership team members, staff and faculty, and a self-assessment.

For more on this resource, see Resources slide.
An external review can measure the extent to which turnaround principals are engaging in the actions that research suggests are critical for success.

These reviews may include conducting interviews and observations and providing feedback that principals can use immediately to improve their leadership capacity.
District performance assessments outline the standards and behaviors of school leaders.

Some districts have included turnaround leader competencies and actions in performance assessments of turnaround leaders.

For a sample that includes turnaround leader competencies and actions, see Resources slide.
Activity 3: Turnaround Leader Action Assessment Simulation

1. Individually
   - Read transcripts on Principal Rosario and Ms. Roberts, taking notes on the following leader action types:
     - Vision
     - Goals

2. Table groups
   - Use the blank Turnaround Leader Action External Review to assess the leader.

3. Whole group
   - How did you assess this leader?
   - How would a tool like this be helpful in developing turnaround leaders?
   - What would you add to the tool, or how would you change it?
Coaching Turnaround Leaders
## Effective Professional Development

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Concept Attainment</th>
<th>Skill Attainment</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5–10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5–10%</td>
</tr>
<tr>
<td>Practice and Feedback</td>
<td>85%</td>
<td>80%</td>
<td>10–15%</td>
</tr>
<tr>
<td>Coaching</td>
<td>90%</td>
<td>90%</td>
<td>80–90%</td>
</tr>
</tbody>
</table>

(Joyce & Showers, 2002)
“I am altogether more confident and more willing to stand up for my ideas and vision within my organization because of coaching. I am also willing to be more visible within the larger community, which is a big deal for me.”

(CAP Action Guide for Coaches, p. 13)
Coaching Skills

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

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

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

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

Adapted from Cognitive Coaching, 2015
GROW Coaching Cycle

**Goal**

Identify the specific and measurable change that the leader wants to make.

**Reality**

Assess the current reality to determine the gap between current performance and the goal.

**Options**

Brainstorm possible strategies for reaching the goal.

**Way Forward**

Commit to specific actions for improvement and plan for follow-up to assess progress.

Whitmore, *Coaching for Performance*, 1992
Activity 4: Coaching Simulation

1. In small groups:
   - Plan for coaching conversation using your external review and the GROW template

2. In pairs:
   - Round 1
     - Choose who will be the coach and who will be Principal Rosario.
     - Role-play coaching conversation.
     - Reflect on coaching conversation and give feedback.
   - Round 2
     - Switch roles.
     - Role-play coaching conversation.
     - Reflect on coaching conversation and give feedback.

3. Full group debrief
Coaching Exercises
Activity 5: Card Sort Plus

1. In small groups:
   - Match each coaching exercise with a leader action.
   - Identify additional coaching exercises.

2. Full group debrief:
   - Discuss matches that your group made.
   - Share coaching exercises that you added.
Creating a Leadership Development Plan
A leadership development and support plan should consist of both a plan for development and a plan to track progress.

<table>
<thead>
<tr>
<th>Development Plan</th>
<th>Tracking Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leader Goals</strong></td>
<td><strong>Leader Actions</strong></td>
</tr>
<tr>
<td>Strategies:</td>
<td>Implementation Targets:</td>
</tr>
<tr>
<td>- Coaching Actions</td>
<td>- Teacher/Adult Behaviors</td>
</tr>
<tr>
<td>- Coaching Activities</td>
<td>- Expected due to Leader Actions</td>
</tr>
<tr>
<td><strong>Leader Actions</strong></td>
<td><strong>Impact Targets: Student Outcomes</strong></td>
</tr>
<tr>
<td>Coaching Timeline</td>
<td><strong>Progress Monitoring Routines</strong></td>
</tr>
</tbody>
</table>
# Turnaround Leadership Development Plan

<table>
<thead>
<tr>
<th>School</th>
<th>Coach</th>
<th>Principal</th>
<th>District Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mason Grove ES</td>
<td>Tanya Smith</td>
<td>Principal Rosano</td>
<td>Jerry Albert</td>
</tr>
</tbody>
</table>

## Leadership Goals

<table>
<thead>
<tr>
<th>Annual Goal</th>
<th>First Quarter Goal</th>
<th>Second Quarter Goal</th>
<th>Third Quarter Goal</th>
<th>Fourth Quarter Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the 2016-17 school year, Principal Rosano will achieve a rating of 4.0 (Strong Evidence) on the following Turnaround Leader Actions: Vision and Change Leadership.</td>
<td>Principal Rosano will communicate the school vision to 100% of staff and parents, verbally and in writing.</td>
<td>Principal Rosano will communicate clear expectations to teachers on the literacy initiative and follow up consistently with observations and feedback for 80% of teachers each month.</td>
<td>Parents, students, and teachers are able to articulate the vision and rate Principal Rosano’s communication 85% positive responses on surveys.</td>
<td>Principal Rosano will communicate student progress in literacy to 100% of teachers, students, and parents and related adjustments to the literacy plan for the next year.</td>
</tr>
</tbody>
</table>

## Type of Action

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Turnaround Leader Actions</th>
<th>Timeline</th>
<th>School Improvement Strategy</th>
<th>Competencies</th>
<th>Coaching Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Principal Rosano will communicate the vision through a weekly email update to parents and to staff that begins by stating the school vision and makes connections between the vision and the work of the week.</td>
<td>First newsletter will be sent on the first day of school and each Friday from that point forward.</td>
<td>Strategy #1: Communicate and implement a new school-wide literacy program.</td>
<td>Impact &amp; Influence, Self-Confidence / Commitment to Student Learning</td>
<td>Work with Principal Rosano to develop a plan for communicating the vision and ensuring teacher and parent understanding</td>
</tr>
</tbody>
</table>
Activity 6: Create a Development Plan

1. **Table groups**
   - Using Principal Rosario’s strengths and areas of growth from the external review and takeaways from your coaching conversation, create a development plan for Principal Rosario.

2. **Whole group**
   - What goals and coaching activities did you plan for Principal Rosario?
   - In what ways could you track Principal Rosario’s progress?
   - How would using a plan like this be helpful?
   - What challenges can you anticipate using a similar tool?
Closing and Next Steps
Wrap-Up: Reflection

3-2-1

3 Ideas
2 Questions
1 Action
Resources

1. **Behavioral Event Interviews**

2. **Leader Self-Assessment**
3. **Turnaround Leader 360 Feedback Assessment**

4. **Leader Performance Evaluation**
References


Partner Organizations

For more information on the Partner Organizations:

Center on Great Teachers and Leaders
http://www.gtlcenter.org/

Center on School Turnaround
http://centeronschoolturnaround.org/

Public Impact
http://publicimpact.com/

Darden/Curry Partnership for Leaders in Education
http://www.darden.virginia.edu/darden-curry-ple/