

Contents

Figures and Tables	v
The Authors	ix
Introduction: Understanding School Turnaround Leadership	1
Part One: The Dynamic Context in Which Turnaround Leaders Work	23
1. Reasons for School Failure	25
2. The Three Stages of School Turnaround	43
3. The Stages Illustrated: A Case Study	67
Part Two: What Turnaround Leaders Do, and How They Do It	83
4. How Turnaround Leaders Create a Shared Sense of Direction in Their Schools	85
5. How Turnaround Leaders Foster Capacity Development Among Their Teachers	111
6. How Turnaround Leaders Redesign Their Schools	129
7. How Turnaround Leaders Improve Their School's Instructional Program	155
8. Turnaround Leadership Up Close and Personal	181

Part Three: Outstanding Challenges		213
9	How Schools Move from Turnaround to “Stay Around”	215
10	How to Reach High Performance	235
	Conclusion	257
	Appendix: Methods Used for the Studies	259
	Notes	267
	References	271
	Index	283

Figures and Tables

Figures

8.1	Leadership Effects on Student Achievement	211
10.1	Four Sets of School Conditions to Improve in Order to Influence Student Learning	237
A.1	School Graphs	266

Tables

1.1	Three-Year Elementary School Achievement Trajectories in Regular and Turnaround Schools (2002–2005)	8
4.1	How Identifying and Communicating a Vision Changed Across the Stages	89
4.2	How Fostering the Acceptance of Group Goals Changed Across the Stages	95
4.3	How Creating High Performance Expectations and Motivating Others Changed Across the Stages	98
4.4	How Promoting Effective Communication Changed Across the Stages	101
4.5	Sources of Leadership Practices in Successful Elementary and Secondary Turnaround Schools: Direction Setting	103
4.6	Specific Leadership Practices Most Evident in Elementary and Secondary Turnaround Schools: Direction Setting	104

4.7	Teachers' Ratings of the Most Important Leadership Practices in Turnaround Versus Improving Schools: Direction Setting	106
5.1	How Providing Individualized Support Changed Across the Stages	115
5.2	How Providing Intellectual Stimulation Changed Across the Stages	119
5.3	How Modeling Appropriate Values and Practices Changed Across the Stages	122
5.4	Sources of Leadership Practices in Successful Elementary and Secondary Turnaround Schools: Developing People	123
5.5	Specific Leadership Practices Most Evident in Elementary and Secondary Turnaround Schools: Developing People	124
5.6	Teachers' Ratings of the Most Important Leadership Practices in Turnaround Versus Improving Schools: Developing People	125
6.1	How Building a Collaborative Work Culture Changed Across the Stages	135
6.2	How Creating Supportive Structures Changed Across the Stages	141
6.3	How Building Productive Relationships with Families Changed Across the Stages	145
6.4	How Connecting Schools to the Wider Environment Changed Across the Stages	147
6.5	Sources of Leadership Practices in Successful Elementary and Secondary Turnaround Schools: Redesigning the Organization	149
6.6	Specific Leadership Practices Most Evident in Elementary and Secondary Turnaround Schools: Redesigning the Organization	150
6.7	Teachers' Ratings of the Most Important Leadership Practices in Turnaround Versus Improving Schools: Redesigning the Organization	151

7.1	How Staffing the Program Changed Across the Stages	158
7.2	How Monitoring School Activity Changed Across the Stages	161
7.3	How Buffering Staff Changed Across the Stages	164
7.4	How Providing Instructional Support Changed Across the Stages	170
7.5	Sources of Leadership Practices in Successful Elementary and Secondary Turnaround Schools: Managing the Instructional Program	173
7.6	Specific Leadership Practices Most Evident in Elementary and Secondary Turnaround Schools: Managing the Instructional Program	174
7.7	Teachers' Ratings of the Most Important Leadership Practices in Turnaround Versus Improving Schools: Managing the Instructional Program	176

