

LEADERSHIP FOR LOW-PERFORMING SCHOOLS

A Step-by-Step Guide to the School Turnaround Process

Daniel L. Duke



Leadership For Low Performing Schools A Step By Step Guide To The School Turnaround Process

Peng Liu



Leadership For Low Performing Schools A Step By Step Guide To The School Turnaround Process:

Leadership for Low-Performing Schools Daniel L. Duke, 2015-01-15 No greater challenge faces our society than improving the educational opportunities for millions of young people trapped in chronically low performing schools Overcoming this challenge requires talented and dedicated school leaders whose knowledge and skills extend far beyond what is covered in conventional principal preparation programs This book draws on extensive research by the author and others on the actions needed to turn around low performing schools First however the book examines the personal qualities needed to undertake the turnaround process Following chapters provide guidelines on diagnosing the school based causes of low achievement and developing a school turnaround plan The author focuses on the importance of continuous planning a departure from standard practice A major portion of the book is devoted to examples of first order and second order strategies for raising achievement Specific recommendations for launching the turnaround process and sustaining gains beyond the first years of turnaround are provided The concluding chapter addresses the role of school districts in supporting school based turnaround efforts

Teachers' Guide to School Turnarounds Daniel L. Duke, Pamela D. Tucker, Michael J. Salmonowicz, 2014-08-14 Most guides to the process of turning around low performing schools are written for principals and policy makers Teachers however are the individuals expected to conduct the heavy lifting of school improvement Teachers Guide to School Improvement is the first book on the subject written expressly for teachers In this expanded second edition teachers are shown a step by step process for raising student achievement beginning with the diagnosis of the causes of low achievement and extending through the crucial first year of turnaround and beyond Examples of effective turnaround practices are drawn from a variety of elementary middle and high schools

Turnaround Leadership in Southeast Asian Countries Peng Liu, Lei Mee Thien, 2025-08-07 This book explores turnaround leadership in Southeast Asian countries across four themes principal competencies and leadership frameworks country specific practices teacher leadership and empowerment and system leadership for school transformation The chapters collectively contribute to a unified understanding of how theoretical models intersect with real world challenges and strategies to improve low performing schools Emphasising a flexible context driven approach over a one size fits all model the book underscores the importance of adapting leadership strategies to diverse educational environments While rooted in Southeast Asia its insights are globally relevant offering guidance for scholars policymakers and practitioners aiming to advance educational equity and sustainable school improvement through contextually grounded leadership practices This book also encourages meaningful cross country learning and policy development Professor Kenneth Leithwood University of Toronto Canada Featuring qualitative evidence from schools in 11 Southeast Asian countries this book provides a carefully grounded and much needed non western perspective on the meaning of successful school leadership and the culturally sensitive task of improving the performance of underperforming schools It is an excellent resource for both practicing school leaders and researchers Professor Coby

Meyers University of Virginia United States The rapid improvement of underserved schools and the students they serve remains a critical topic worldwide Liu and Thien s focus on Southeast Asia is a timely and comprehensive account of various challenges to leading school turnaround in an array of contexts The attention paid to system school and teacher leaders in these challenging circumstances offer important insights into how such efforts can be successful in Southeast Asia and elsewhere while illuminating the various complexities to overcome Professor Jingping Sun University of Alabama United States What distinguishes successful school leaders from others is the breadth and accumulation of practices and strategies they enact and employ as well as the frequency and intensity with which they apply them effectively with precise timing to achieve success driven by resilience passion contextual intelligence political acuity and above all a strong moral purpose As Walker and Dimmock commented our understanding of educational leadership remains incomplete if the bulk of theory and practice in the field are drawn from Anglo Saxon countries This explains the unique contribution of this book which broadens our understanding of educational leadership to turn around schools in Southeast Asian countries **International**

Perspectives on Leading Low-Performing Schools Coby V. Meyers, Marlene J. Darwin, 2018-08-01 Research is clear School leadership quality matters However our knowledge of effective school leadership remains limited in at least three substantial ways First our understanding of school leadership effectiveness generally and school principal effectiveness specifically is limited to Western contexts primarily North America and western European ones Second even in the confines of Western research and context there has been relatively little specific focus on effectively leading low performing schools Third even the conceptualization of leadership do we mean the school principal an administrative team or a broader school leadership team is a key factor in how we define and respond to the challenge of leading in low performing schools This book advances discussion and disseminates knowledge and global perspectives on what school leadership looks like how it is enacted and under what circumstances and when or where lessons might be portable We anticipate this book having wide appeal for researchers policymakers and practitioners considering school leadership and how to support it effectively The chapters suggest a noticeable level of convergence globally on how to lead low performing schools effectively Yet there are clear political and culture differences that add significant gradation to how school leaders might enact best practice locally or inform policymakers and systems leaders about how to set up school leaders for success and subsequently support them This book is one of the first that prioritizes the universality and nuance of leading low performing schools globally

Enduring Myths That Inhibit School Turnaround Coby V. Meyers, Marlene J. Darwin, 2017-05-01 The concept of school turnaround rapidly improving schools and increasing student achievement outcomes in a short period of time has become politicized despite the relative newness of the idea Unprecedented funding levels for school improvement combined with few examples of schools substantially increasing student achievement outcomes has resulted in doubt about whether or not turnaround is achievable Skeptics have enumerated a number of reasons to abandon school turnaround at this early

juncture This book is the first in a new series on school turnaround and reform intended to spur ongoing dialogue among and between researchers policymakers and practitioners on improving the lowest performing schools and the systems in which they operate The turnaround challenge remains salient regardless of what we call it We must improve the nation s lowest performing schools for many moral social and economic reasons In this first book education researchers and scholars have identified a number of myths that have inhibited our ability to successfully turn schools around Our intention is not to suggest that if these myths are addressed school turnaround will always be achieved Business and other literatures outside of education make it clear that turnaround is at best difficult work However for a number of reasons we in education have developed policies and practices that are often antithetical to turnaround Indeed we are making already challenging work harder The myths identified in this book suggest that we still struggle to define or understand what we mean by turnaround or how best or even adequately measure whether it has been achieved Moreover it is clear that there are a number of factors limiting how effectively we structure and support low performing schools both systemically and locally And we have done a rather poor job of effectively leveraging human resources to raise student achievement and improve organizational outcomes We anticipate this book having wide appeal for researchers policymakers and practitioners in consideration of how to support these schools taking into account context root causes of low performance and the complex work to ensure their opportunity to be successful Too frequently we have expected these schools to turn themselves around while failing to assist them with the vision and supports to realize meaningful lasting organizational change The myths identified and debunked in this book potentially illustrate a way forward

Transforming Turnaround Schools in China Peng Liu, 2021-02-25 This book provides a holistic picture of how Chinese turnaround schools have been remarkably improved over the years and to arouse further discussion in this regard It contributes to the understanding of school improvement from a Chinese cultural perspective solidifies the knowledge basis of school change theories and expands the understanding of educational administration and policies in China

Educational Leadership Donnie Adams, 2023-12-21 This book provides a rigorous grounding in contemporary educational leadership theories and their application to policy and practice globally across educational contexts The book showcases contributions from authors with a deeply embedded understanding of educational leadership and in schools context It will focus on major aspects of school leadership including contemporary theories and models in the 21st century the role of the principal the work of senior and middle leaders leadership and student outcomes Each chapter will engage with theory policy and practice and draw on authors own research and with other empirical and conceptual sources

Rural Turnaround Leadership Development Ellen H. Reames, 2018-07-01 *Rural Turnaround Leadership Development The Power of Partnerships* focuses on a three year rural turnaround leadership project sponsored by the U S Department of Education The project was designed to foster the development of a cohort of aspiring school leaders in rural high poverty low performing K 12 school districts The Alabama Project was selected by the U S Department of Education in

part because it was the only submission which emphasized partnership between higher education institutions school districts and the Alabama State Department of Education ALSDE Facets of the book include a treatment of the structures and processes each university created to develop their unique program the distinctive turnaround curriculum used at each university the role of mentoring in developing aspiring rural school leaders and the internship experiences and practices which supported aspiring leader development One of the most powerful changes witnessed during the project was the development of aspiring leaders by the major and ancillary partners The cross connections between K 12 districts the ALSDE and the three university educational leadership programs was a multifaceted and multi layered collaborative approach The partnerships not only strengthened within each master s program but across agencies as a result of this project The book will describe the value of partnership and leadership development through the eyes of the major contributors The contributors or authors of the book will include the Alabama State Department of Education the three educational leadership higher education institutions i e Auburn University University of Alabama and Samford University partner school district representatives and graduates of the program

Handbook of Social Justice Interventions in Education Carol A. Mullen,2021-08-27 The Handbook of Social Justice Interventions in Education features interventions in social justice within education and leadership from early years to higher education and in mainstream and alternative formal and informal settings Researchers from across academic disciplines and different countries describe implementable social justice work underway in learning environments organizations programs classrooms communities etc Robust dynamic and emergent theory informed applications in real world places make known the applied knowledge base in social justice and its empirical ideological and advocacy orientations A multiplicity of social justice oriented lenses policies strategies and tools is represented in this Handbook along with qualitative and quantitative methodologies Alternative and conventional approaches alike advance knowledge and educational and social utility To cover the field comprehensively the subject i e social justice education and leadership is subdivided into four sections Part 1 background provides a general background of current social justice literature Part II schools addresses interventions and explorations in preK 12 schools Part III education covers undergraduate and graduate education and preservice teacher programs classrooms and curricula in addition to teacher and student leadership in schools Part IV leadership features educational leadership and higher education leadership domains from organizational change efforts to preservice leader preparation programs classrooms etc Part V comparative offers interventions and explorations of societies cultures and nations Assembling this unique material in one place by a leading cast will enable readers easy access to the latest research informed interventionist practices on a timely topic They can build on this work that takes the promise of social justice to the next level for changing global learning environments and workplaces

JSL Vol 28-N1 JOURNAL OF SCHOOL LEADERSHIP,2018-03-06 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts

based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

Educational Leadership, Culture, and Success in High-Need Schools Elizabeth T. Murakami, David Gurr, Ross Notman, 2019-05-01 The exploration of the intersection of leadership practices from the school principal and other educators the school culture and the school success across different high need contexts and cultures make this volume unique Chapters in this volume present original investigations or reanalysis of empirical research enhancing our understanding of the interrelationship between leadership culture and success through descriptions of practice that can contribute to lessons in leadership for school improvement When considering a culture of success leadership that focuses on impacting schools in high need areas bring about lessons on how to create sustainable environments for student learning in challenging contexts High need schools include not only socioeconomic challenges influencing the performance of students It includes multiple external and internal factors impacting leaders teachers students and their families affecting the management of structures processes and most importantly learning In the quest to improve high need schools and understand strategies for principals dedicated to a variety of contexts this volume brings lessons with application for researchers policy makers and practitioners who want to join in the quest to improve the quality of education among worldwide communities *The Making of Twenty-First-Century Richmond* Thad Williamson, Julian M. Hayter, Amy L. Howard, 2024-12-03 Richmond Virginia took center stage globally in the summer of 2020 as an epicenter of antiracist protests in the wake of the police murder of George Floyd In a period of just a few weeks overwhelming public support grew for removing Richmond's Confederate monuments Activists then transformed the remaining statue of Robert E Lee into a shrine to African American resolve to the Black Lives Matter movement and to Black victims of police brutality Coming to terms with Richmond's tortured racial history however is much more difficult than toppling symbols of white supremacy This book explores these dynamics via a multidisciplinary framework of historical research public policy analysis and political analysis showing the inner dynamics of politics and governance in Richmond The authors reveal why change and progress has often been so difficult to achieve and why that matters with a focus on three fundamental policy areas education economic development and housing The result is a comprehensive assessment of urban governance in a major southern city in the early twenty first century as well as an accounting of the policy and human consequences of both its limited successes and its recurring failures [Flip This School](#) John F. Eller, Sheila A. Eller, 2019-06-21 Set the foundation for a successful sustainable school turnaround Designed for school leadership district administration and teacher leaders Flip This School presents a framework to revitalize underperforming

and turnaround schools Throughout the resource authors John F Eller and Sheila A Eller detail practical strategies for planning school improvement efforts and collaborating with the schools existing staff and faculty to initiate a complete school transformation This book will guide educational leadership in planning successful school turnaround Identify the unique needs of your school and learn how to develop a school improvement plan with the best methods to address present conditions Understand the skill set needed for effectively leading school turnaround efforts Gain strategies for developing a data gathering plan and recognize the ways in which data is helpful for successful turnaround schools Examine the role of districts in the school reform and turnaround process Consider how to improve school culture and provide opportunities for professional growth for teachers Learn how to effectively manage change as well as understand how teacher leadership teams contribute to school improvement planning and the turnaround process Contents Introduction Understanding the Foundations of School Turnaround Chapter 1 Assessing and Developing Your Leadership Skills Chapter 2 Gathering Extensive Data Chapter 3 Gaining Commitment for Resources and Support Chapter 4 Developing a Positive Climate of Collaboration Chapter 5 Building Capacity for Growth Chapter 6 Successfully Managing Change Chapter 7 Implementing Structures and Practices for Success References and Resources

Leading Holistically Haim Shaked,Chen Schechter,Alan James Daly,2018-11-02 Leading Holistically explores systems thinking in educational leadership a comprehensive framework that enables leaders to improve their practice by taking a holistic perspective instead of relying on a one size fits all solution to discrete aspects of their organization Aiming to expand the existing literature on systems thinking in educational leadership and policy renowned educational leadership scholars come together in this valuable book to examine systems thinking at the school district and state national levels providing strategies to guide educators toward success This important book unpacks the complexity and nuances of systems thinking in educational leadership and policy helping educators face the growing complexity change and diversity in education to realize the promise of improvement for all those connected to and involved in the important endeavor of education

JSL Vol 28-N2 JOURNAL OF SCHOOL LEADERSHIP,2018-03-06 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

Outdoor Education Stephen T. Schroth,2023-07-29 This book explores the phenomenon of outdoor education an approach that permits children from all backgrounds to explore environmental sustainability and other issues facing them and their communities Organized around both the conceptual and

the practical issues facing school leaders interested in outdoor education the book provides a wealth of resources for those interested in implementing outdoor education in their schools or classrooms Infinitely flexible outdoor education provides a lens through which teachers may explore any content area with any age group of children Providing readers with both the theoretical underpinnings that support place based curriculum as well as practical ways to implement an outdoor education program the book also provides seven case studies that examine the issues facing school leaders desiring to make such a change Outdoor Education A Pathway to Experiential Environmental and Sustainable Learning guides those interested in exploring outdoor education through the curricular instructional and policy considerations needed to accomplish this goal

Working Together Diane Yendol-Hoppey, Deborah Shanley, Darby C. Delane, David T. Hoppey, 2017-03-01 This book provides illustrations of urban school university partnerships recognized by the Shirley Schwartz Award of Council of Great City Schools The authors share their work by blending practitioner and researcher voices to offer other school and university based educators policy makers and foundation leadership potential solutions to the complex problem of preparing educators and enhancing teaching within urban schools In each chapter the authors describe their urban partnership story the greatest challenges they faced how they responded to those challenges and evidence of impact Given that each partnership is unique the authors conclude each chapter by offering a set of questions for discussion This book serves as an excellent resource for educators interested in establishing urban school university partnerships that improve educator quality strengthen the pipeline of urban educators and expand Pk 12 students learning experiences The book is divided into three sections 1 Teacher Candidate Preparation 2 Teacher Professional Development and 3 Principal Development **Fall Down, Stand Up**

Russ Thompson, 2016-03-03 Starting out as a principal is a lot like starting out as a new teacher You feel alone You need guidance And you have to provide leadership even when you don't feel sure of yourself You also make mistakes In Fall Down Stand Up Advice for Aspiring Principals Russ Thompson provides guidance for future principals based upon his experiences as the principal of three urban high schools in Los Angeles Practical suggestions are provided for creating an orderly school climate improving classroom instruction ensuring effective school operations providing thoughtful leadership and working with people Every principal makes mistakes and falls down This book is about standing up becoming better and working to create schools where all students learn at the highest levels **Teachers' Guide to School Turnarounds** Daniel L.

Duke, Pamela D. Tucker, Michael J. Salmonowicz, 2014-08-14 Most guides to the process of turning around low performing schools are written for principals and policy makers Teachers however are the individuals expected to conduct the heavy lifting of school improvement Teachers Guide to School Improvement is the first book on the subject written expressly for teachers In this expanded second edition teachers are shown a step by step process for raising student achievement beginning with the diagnosis of the causes of low achievement and extending through the crucial first year of turnaround and beyond Examples of effective turnaround practices are drawn from a variety of elementary middle and high schools The

School Improvement Planning Handbook Daniel L. Duke, Marsha Carr, William Sterrett, 2012-12-27 Developing and updating school improvement plans is an annual ritual for virtually all school principals and their school improvement committees. Still, large numbers of schools continue to produce disappointing outcomes. The authors believe that part of the problem is the result of plans that focus on the wrong targets and that rely on ineffective strategies for improvement. To help principals and their school improvement committees develop and implement plans with a greater likelihood of success, the authors offer a step-by-step process for school improvement planning. They go on to pinpoint specific school improvement goals, including raising reading and mathematics achievement, building robust school cultures, addressing the needs of English language learners, improving instruction, and reducing absenteeism and dropouts. For each goal, a variety of objectives and proven strategies is presented, along with sample school improvement plans. The book addresses the differences in planning to turn around a low-performing school, planning to sustain improvements over time, and planning to move a good school to a great school.

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