

TURNAROUND STRATEGIES

1. DIAGNOSIS

- Quick, Honest, Personal
- Data-Driven
- Builds on leader strengths and shortfalls
- Determines composition of initial turnaround team

2. TARGETS

- Set and owned by the principal—not handed down as someone else’s mandate
- “Doable with a stretch” commitments—not just hopes
- Convene and drive teams
- Push to academic achievement—not peripherals

3. MESSAGE

- Conveys a personal “brand”
- Counters current perceptions and dynamics
- Prompts energy, urgency, and action
- Goes from informing to persuading

4. DATA USE

- Translates information to useful insight for teaching and learning
- Identifies what’s needed to hit the target and tracks progress toward it
- Shows performance differences among classrooms and students
- Identifies specific skills and strategies to be addressed

5. ALIGNMENT

- Invents assets—beyond the obvious
- Harnesses resources such that they aim directly at the target
- Excludes anything not on a direct path to hitting the target
- Exchanges what’s not a resource for what is

6. SUCCESSFUL CLASSROOMS

- Spends time where it counts most—in classrooms
- Provides help to teachers in critical areas
- Gives immediate and useful feedback
- Generates ideas and actions out of successful practices

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