

Leading Low-Performing Schools: Lessons from the Turnaround School Leaders Program

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Executive Summary

Policymakers and practitioners at the local, state, and federal levels have invested considerable time and energy into solving the problem of turning around chronically low-performing schools. As the U.S. Department of Education (the Department) has refined the federal effort to support states and districts to turn schools around, it has adopted targeted strategies. One recent strategy to support school turnaround is the Turnaround School Leaders Program (TSLP). The TSLP invested in partnerships between local school districts and others to build the quality and supply of leaders with the skills and knowledge to turn around low-performing schools. Grantees could use TSLP funds to train both current and aspiring leaders of turnaround schools, place leaders in school improvement grant (SIG) or SIG-eligible schools, provide ongoing professional support to placed leaders, retain effective leaders, or replace ineffective leaders. The Department funded two cohorts of grantees, one in 2014, the other in 2015. This study examined the first cohort of grantees in the last year of their three-year grant.

In September 2014, the Department awarded a total of \$20.5 million to 12 grantees: one state education agency (SEA), five school districts, four institutions of higher education (IHEs), and two nonprofit organizations. While each grantee organized its project differently, each project included at least one district and a partner responsible for training aspiring or current turnaround school leaders. Grantee projects also varied in that some projects built on established relationships among partnering organizations. In other projects, the partners created and implemented their training programs entirely with TSLP funding. Of the 12 grantees, four established new partnerships and programs for the TSLP grant. The other eight grantees used their TSLP grants to extend or revise projects already in place.

The projects funded by the TSLP included a mix of participants. Some were currently serving as principals. We refer to these project participants as *current leaders* throughout this report. Other project participants were not currently serving as principals, but were seeking training and administrative licenses to be eligible to be hired as principals. We refer to these project participants as *aspiring leaders*. We refer to participants who completed training and found jobs as principals, assistant principals, or other administrators as *placed leaders*.

The *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)*, continues the emphasis of prior iterations of the *ESEA* on improvement in the lowest performing schools. Congress, through amending the *ESEA* by the *ESSA*, marked a fundamental shift in the orientation of federal education policy. Prior amendments of the *ESEA*, including the *No Child Left Behind Act (NCLB)*, and recent programs, such as the SIG program, authorized under the *ESEA*, as amended by *NCLB*, included specific requirements for school improvement. States, districts, and schools were required to implement specific interventions to improve low-performing schools. While Congress maintained the decades-long federal commitment to student success and school improvement in the *ESSA*, it reduced the prescriptive requirements for school turnaround and created flexibility for innovation at the State and local level. The *ESEA*, as amended by the *ESSA*, encourages state innovation, particularly in the areas of school leadership and improving low-performing schools. Scott and Ostler (2016) noted that SEAs planned to make changes in the ways they identified and supported low-performing schools under the *ESEA*, as amended by the *ESSA*. States also noted the need for external assistance in supporting those schools. Additionally, the *ESEA*, as amended by the *ESSA*, provides that states may set aside a portion of their federal funding to support principals and school leaders.

A recent analysis of how states plan to implement the new requirements of *ESEA*—based on surveys and interviews with state leaders—(Riley and Meredith, 2017) identified several ways in which states are

planning to strengthen school leadership. Top among the list are improving coaching and professional development, strengthening the role of principal supervisors, and integrating principal support with school improvement planning. States are encouraging investing in leadership generally and in leadership in turnaround schools specifically.

Despite the need to expand state efforts to develop leaders for low-performing (and other) schools, the research and evaluation literature lags behind the demand for evidence-based practices. While many recent studies have examined the implementation and impact of programs and policies to turn around chronically low-performing schools, and while most of these have at least touched on the question of leadership, none has focused exclusively on the role of preparing school leaders in turning around chronically low-performing schools. This study stands at the intersection between studies of school turnaround and school leadership. This report provides a look at the ways the first cohort of TSLP grantees identified, developed, and supported turnaround school leaders and the early outcomes of their efforts as reflected in program performance measures. Key findings from the study include:

- Survey and interview data indicated joint ownership and involvement in all TSLP project activities by project partners, with the grantee having the most significant role across all project activities, followed by training partners and district partners.
- All project directors expected to work with their grant partners on some area of the turnaround leader pipeline after the end of the grant; district and training partners were more uncertain.
- TSLP grantees implemented multiple strategies to recruit potential program participants, offering incentives including financial incentives and professional development opportunities. TSLP grantees relied primarily on referrals from peers and current school leaders to identify program candidates.
- TSLP projects were primarily designed to serve aspiring leaders; 10 percent of participants were current school leaders.
- Training content and form was consistent with practices highlighted in current research on school leadership preparation in general.
- On average, project directors reported that 43 percent of program completers were placed in turnaround schools within one year of program completion.
- The number of program completers placed in administrative positions depended on the number of vacancies. Matching the number of program completers to vacancies was a challenge across projects, particularly in rural projects. There tended to be fewer vacancies in small, rural districts, making it more difficult for program completers from rural projects to find administrative positions.

Research Questions and Study Design

To bridge the worlds of research on school improvement and research on leadership development, this study examined four broad study questions:

- What role did partners play in the TSLP projects, and are partnerships expected to be sustained?
- How did TSLP projects identify program participants?
- How do TSLP projects develop and support leaders for turnaround schools?
- How successful were program completers in finding leadership positions in turnaround schools, and what factors affected placement rates?

The study drew on surveys, case studies, and extant data.

The study team administered an online survey to all 12 Cohort 1 project directors, representatives from grantees' training partner organizations, and representatives from school district partners. This survey was designed to gather summary data on the implementation of the entire set of Cohort 1 projects. It consisted primarily of closed-ended items about program design, implementation, and evaluation. Survey data described projects' approaches to identifying, developing, and supporting turnaround leaders as well as the working of cross-organizational and cross-sector partnerships to support leader development.

For a closer view of a subset of grantees, the study team conducted case studies of seven Cohort 1 grantees. The study team selected a purposive sample of grantees to reflect the diversity of TSLP projects. Case studies included onsite interviews with grantee and partner staff as well as focus groups with program participants. The case studies provided in-depth understanding of the on-the-ground activities, policies, decision-making, challenges, and lessons learned in each of the seven projects.

Finally, the study reviewed available program documentation (including applications) and program performance data including *Government Performance and Results Act (GPRA)* measures such as program participation, completion, and placement. Extant data provided limited information related to early project outcomes and project selectivity.

The study team developed a set of constructs based on the study questions that guided the analysis. Survey analysis focused on providing description or comparison of survey responses to help answer the research questions across the 12 grantees. Case study analyses focused on identifying more detailed findings and examples to expand on key findings from the survey and extant data.

This study describes the ways in which grantees of the first cohort of TSLP grants identified and trained future leaders of turnaround schools and presents preliminary indicators of program outcomes. The study focused on a small cohort of 12 grantees and only examined seven in depth. Readers should be cautious about drawing overly generalized conclusions about the development of leaders for turnaround schools.

Findings

Project Partnerships

Survey and interview data indicate joint ownership and involvement in all TSLP project activities, with the lead organization having the most significant role across all project activities, followed by training partners and district partners.

Survey respondents indicated that district partners played the most significant role in recruiting leaders or aspiring leaders for participation in activities, and training partners played the most significant role in developing and delivering training. Lead organizations exerted the greatest level of independent influence in developing metrics for and evaluating project success, and in deciding which participants successfully completed the program. Survey respondents indicated that the highest level of sharing among district, training partner, and lead organizations in project activities was in providing coaching or mentoring to program participants. Training partners and lead organizations had similar levels of responsibility for developing training content, while lead organizations and districts had the most similar levels of responsibility for providing support for placed leaders.

Identifying and Selecting Candidates

TSLP grantees implemented multiple strategies to recruit potential program participants, offering incentives including financial incentives and professional development opportunities. TSLP grantees relied primarily on referrals from peers and existing school leaders to identify program candidates.

TSLP grantees used multiple sources of information to identify potential TSLP candidates (e.g., referrals, performance data, and historical data such as candidates' employment history). However, project directors, district partners, and training partners indicated that TSLP grantees most often relied on referrals from peers and existing school leaders to identify potential program participants.

Case study respondents described multilayered selection processes that required written applications, a series of interviews, performance simulations, mock scenarios, and problem solving.

Developing and Supporting Turnaround Leaders

TSLP projects were primarily designed to serve aspiring leaders; 10 percent of participants were current leaders.

All TSLP grantees focused on prospective school leaders and included components designed to prepare aspiring leaders of turnaround schools. Ninety percent of participants were aspiring leaders. Ten projects also provided professional development and training for teacher leaders or current administrators. No project reported focusing exclusively on current school leaders.

TSLP projects' content and form of training were consistent with practices highlighted in current research on school leadership preparation in general.

Despite the grant program's particular focus on leadership for school turnaround, projects geared training toward school leadership in general. Most projects reported relying on field-based projects, action research, analysis, and discussion of case studies. About half of the grantees (seven) relied on portfolios demonstrating learning and accomplishments or capstone or concluding projects (six).

Just over half the projects (seven of 12) included university graduate coursework as part of their turnaround leader preparation.

Project participants did not necessarily earn graduate degrees or state administrative licenses. Graduates of five projects earned a graduate degree, while completers of five projects received state administrative licenses.

Eleven TSLP projects included a supervised residency or internship or provided periodic professional development as aspiring leaders continued working at their jobs.

In seven projects, the residency lasted one school year; two projects included residencies that lasted between one and two school years; and two projects included residencies that lasted less than half a school year.

Supervision and support mirrored practices highlighted in the leadership preparation literature, including evaluations using observation by mentors and staff as well as self-assessments.

Aspiring leaders in all case study projects worked with mentor principals, and all respondents felt that the relationship between the participants and mentor principals was a key to the success of the leadership preparation. Six projects provided aspiring leaders with mentors during their residency.

Post-Preparation Placement of Project Participants

On average, project directors reported that 43 percent of program completers were placed in turnaround schools within one year of program completion.

The percentages reported on the survey ranged from 0 percent to 100 percent. University-led projects reported lower placement rates, likely because they tended to have longer training periods; such candidates did not complete some university-led projects until the end of the grant period. At the time of the survey, many participants had not yet completed training or were beginning their job search.

The number of program completers placed in administrative positions depended on the number of vacancies. There tended to be fewer vacancies in small rural districts, making it more difficult for program completers from rural projects to find administrative positions.

Most program completers in case study projects looked for positions within their districts but occasionally found positions in other districts. Some program completers were not able to find positions in turnaround schools and accepted positions in higher performing schools.

Conclusions

Although funding has ended for the TSLP, the work performed by the first cohort of grantees offers insights into the challenges and opportunities of preparing leaders for turnaround schools.

- None of the study's respondents reported challenges in attracting qualified candidates for the preparation programs funded by TSLP. Each of the case study sites reported multiple, multifaceted approaches to identifying and selecting who they thought were the *right* candidates. None reported difficulty filling their cohorts of aspiring school leaders.
- Partnerships played an important role in the development and ongoing support of turnaround leaders. This study documented the ways joint ownership and involvement of school districts and training partners—whether IHEs or nonprofits—can support the development of leaders for turnaround schools.
- The preparation and support provided to aspiring turnaround leaders in these projects differed little from the literature on innovative general leadership preparation. Projects emphasized the importance of using cohort models; using residencies to provide job-embedded training; and frequent mentoring and coaching, especially during residencies and following completion of training.

- The TSLP projects studied exhibited challenges and successes in building pipelines of leaders for turnaround schools. Challenges included staff and leadership turnover and matching the supply of turnaround leaders to available leadership vacancies. Successes included shared ownership of partners in project activities and a desire, despite funding uncertainties, to work together after the end of the grant.

1. Introduction

Policymakers and practitioners at the local, state, and federal levels have invested considerable time and energy into solving the problem of turning around chronically low-performing schools. As the U.S. Department of Education (the Department) has refined the federal effort to support states and districts to turn schools around, it has adopted targeted strategies. One recent strategy to support school turnaround is the Turnaround School Leaders Program (TSLP). The TSLP invested in partnerships between local school districts and others to build the quality and supply of leaders with the skills and knowledge to turn around low-performing schools. The Department funded two cohorts of grantees, one in 2014, the other in 2015. This study examines the first cohort of grantees in the last year of their three-year grant. The projects funded by the TSLP included a mix of participants. Some were currently serving as principals. We refer to these project participants as *current leaders* throughout this report. Other project participants were not currently serving as principals but were seeking training and administrative licenses to be eligible to be hired as principals. We refer to these project participants as *aspiring leaders*. We refer to participants who completed training and found jobs as principals, assistant principals, or other administrators as *placed leaders*.

The *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)*, continues the emphasis of prior iterations of the *ESEA* on improvement in the lowest performing schools. The *ESEA*, as amended by the *ESSA*, provides a school accountability framework for multistage support to schools. A full summary of the *ESEA*'s support systems is beyond the scope of this report. Two aspects of the *ESEA*'s accountability provisions are most relevant. First, the *ESEA*, as amended by the *ESSA*, continues the decades-long federal commitment to student success and school improvement. Second, while states have always been ultimately responsible for education, the amended *ESEA* de-emphasizes the role of the federal government by reducing the prescriptive requirements for school improvement interventions. The amended *ESEA* encourages state innovation. Scott and Ostler (2016) noted that state education agencies (SEAs) planned to make changes in the ways they identified and supported low-performing schools under the *ESEA*, as amended by the *ESSA*. States also noted the need for external assistance in supporting those schools. Additionally, the *ESEA*, as amended by the *ESSA*, provides that states may set aside a portion of their federal funding to support principals and school leaders.

A recent analysis of how states plan to implement the new requirements of *ESEA*—based on surveys and interviews with state leaders—(Riley and Meredith, 2017) identified several ways in which states are planning to strengthen school leadership. Top among the list are improving coaching and professional development, strengthening the role of principal supervisors, and integrating principal support with school improvement planning. States are emphasizing investing in leadership generally and leadership in turnaround schools in particular. The text box below shows some of these strategies from *ESSA* State Plans that were commonly used by TSLP projects.

- 24 states plan to use the Title II set-aside for leadership activities
- 41 states include leadership as a strategy for turning around their lowest performing schools
- 14 states plan to invest in principal residencies in partnership with other organizations
- 21 states plan to expand principal preparation programs in partnership with other organizations
- 21 states plan to improve induction support for new principals

Although states plan to expand efforts to develop leaders for low-performing (and other) schools, the research and evaluation literature lags behind the demand for evidence-based practices. While many recent studies have examined the implementation and impact of programs and policies to turn around chronically low-performing schools, and while most of these have at least touched on the question of leadership, none has focused exclusively on the role of school leadership in turning around chronically low-performing schools. This study stands at the intersection between studies of school turnaround and school leadership.

The Department launched the TSLP to support school turnaround by investing in partnerships between school districts and others (including SEAs, institutions of higher education [IHEs], or public or private nonprofit or for-profit organizations). TSLP funding was authorized through the School Improvement Grants (SIG) program. Under the SIG program, the Department awarded formula grants to states. Districts then applied to their state for the funds to serve eligible schools (typically the lowest-performing schools in the state) by implementing one of the “SIG models” in turnaround schools. These models included, for example, interventions such as replacing the principal, replacing staff, implementing increased learning time, and other strategies.

The goal of the TSLP was to build the quality and supply of leaders imbued with the skills and knowledge to turn around low-performing schools that participate in or are eligible for SIG such as building school cultures of achievement, using data for school improvement, providing feedback to teachers and other staff, and engaging parents and the community. The Department funded two cohorts of grantees through this competitive program. Four types of organizations were eligible to apply for grants: school districts (or consortia of school districts) with at least five SIG or SIG-eligible schools, SEAs, IHEs, and public or private nonprofit or for-profit organizations or a combination of the four. SEAs, IHEs, and nonprofit or for-profit organizations had to apply in partnership with a school district or consortium of school districts with five SIG or SIG-eligible schools. In 2014, the Department awarded a total of \$20.5 million to 12 grantees: one SEA, five school districts, four IHEs, and two nonprofit organizations. In 2015, the Department made awards to a second cohort of grantees. This second cohort was not part of this study. There have been no subsequent grants made.

Grantees were allowed to use TSLP funds for the following activities:

- Recruiting and selecting promising current and prospective school leaders using locally adopted competencies that the applicant identified as necessary to turn around a SIG school or SIG-eligible school;
- Providing high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools or SIG-eligible schools;
- Placing school leaders in SIG schools or SIG-eligible schools;
- Providing leaders with ongoing professional development and other support that focuses on instructional leadership and school management and is based on individual needs consistent with the district’s plan for turning around its SIG schools or SIG-eligible schools;
- Retaining effective school leaders with financial or other incentives; and
- Replacing ineffective school leaders.

Grantees were required to submit annual performance reports describing progress toward their goals. These reports included data on TSLP *Government Performance and Results Act (GPRA)* measures that fell into four broad categories: school climate; student achievement; program participation; and cost.

While each grantee had organized its project differently, each project included at least one district and a partner responsible for training aspiring or current turnaround school leaders. Grantee projects also varied in that some projects built on established relationships among partnering organizations. In other projects, the partners created and implemented their training programs entirely with TSLP funding. Of the 12 grantees, four had established new partnerships and programs for the TSLP grant. The other eight grantees used their TSLP grants to extend or revise projects already in place.

Leadership has become a popular and readily accessible policy lever as there are only about 100,000 public school principals compared to over 3 million teachers. The research and evaluation literature offers insights to the development of school principals and turning around low-performing schools.

In a long-term study of the Wallace Foundation's Principal Pipeline Initiative, Turnbull (Turnbull, Riley, and MacFarlane, 2015) observed that an intentional approach to developing leaders brings fundamental changes in policy and practice. They recommend not just choosing from among each year's applicants for principal openings. Instead, school districts should:

- Work with partners to identify the skills needed in turnaround school leadership;
- Recruit and prepare promising candidates;
- Use performance assessments to select the best-prepared applicants and match them to schools; and
- Gather data on performance to meet the needs of low-performing schools.

Turnbull and colleagues found that a pipeline for leader development brings challenges such as the following:

- **Lack of planning.** Short-term and long-term approaches are needed on a range of issues:
 - Preparing sitting principals to move into turnaround positions;
 - Preparing strong assistant principals for promotion; and
 - Deepening the "bench" by creating multiyear preparation pathways.
- **Lack of relationships.** Universities, nonprofit organizations, and state academies have to navigate accreditation and state licensure requirements. They must develop strong relationships with schools to develop and enhance a robust clinical experience as part of leader preparation.
- **Lack of communication.** Partnerships need responsibilities clearly identified with regular communication about tasks, and an internal champion for the partnership in each organization (Turnbull, Riley, and MacFarlane, 2013).
- **Lack of mentorships.** Districts and partners may struggle to find and train mentors who have the skills to help aspiring and novice leaders exercise instructional leadership.
- **Lack of data.** Compiling data on leaders' records of positions and performance is a formidable task because data on human capital and achievement are often in separate systems.

These challenges take on additional urgency as leaders have no time to lose in making changes in staffing, instruction, and family and community engagement.

While school improvement has been studied for decades, there are significant gaps in the literature on school turnaround leadership, and the particular leadership demands of turnaround schools are a new and largely unexplored territory.

Steiner and colleagues (Steiner, Hassel, and Hassel, 2008; Steiner and Hassel, 2011) as well as others conceptualize turnaround leadership in terms of “habits of behavior and underlying motivations.” However, they do not provide much beyond the kind of truisms that characterize modern business management. Herman et al. (2008) also embrace this attitudinal perspective—while acknowledging the scant research evidence for it—with calls for turnaround leaders to seek “quick wins” to demonstrate the seriousness of the process. The recent Department study of SIG schools (Le Floch et al., 2014) takes a theoretical approach by grouping turnaround leaders by “leadership approaches.” Though this study has merits, it provides scant help to practitioners or policymakers. All of these studies failed to dive deeply into the behaviors of turnaround leaders or how to develop turnaround leadership.

An earlier exploratory study (U.S. Department of Education, 2010) looked at leadership types in turnaround schools, selected from a sampling frame of over 5,000 schools nationally that had received federal comprehensive school reform grants. The study team observed leadership behaviors such as improving student and teacher attendance, improving instruction, and creating safe school environments. The Department’s report concluded that leadership styles can and likely do vary in successful turnaround schools. The study reported no discernable pattern of leadership styles in successful turnarounds. Rather than leadership style, the report concluded that leader behaviors in certain areas mattered for turnaround success.

Another study conducted for the Department sought to identify potential hypotheses for a turnaround school impact study. This set of case studies (Arcaira and Turnbull, 2012) supports the idea that behaviors rather than styles might be important. Based upon the study’s findings, the study team hypothesized that leaders’ specific ways of communicating instructional goals, facilitating professional development, and monitoring and supporting teaching practices were consistent with favorable conditions for turnaround. The study further hypothesized that leader behaviors enhanced the effectiveness of popular strategies, such as using data, making an important difference in *how* those strategies were carried out.

The research and evaluation literatures on principal training and development and on turning around low-performing schools have largely been independent of each other. Few studies have examined the development of leaders for turnaround schools specifically (although much programmatic work has been devoted to conceptualizing and preparing turnaround school leaders). This study informs the gap between the literatures on principal development and school turnaround.

To bridge the worlds of research on school improvement and research on leadership development, this study has examined four broad study questions:

- What role did partners play in the TSLP projects, and were partnerships expected to be sustained?
- How did TSLP projects identify program participants?
- How did TSLP projects develop and support leaders for turnaround schools?
- How successful were program completers in finding leadership positions in turnaround schools, and what factors affected placement rates?

Study Design and Methods

This study drew on surveys, case studies, and extant data.

The study team administered an online survey to all 12 Cohort 1 project directors, representatives from grantees' training partner organizations, and representatives from school district partners. The intent of this survey was to gather data on the implementation of the entire set of Cohort 1 projects in a minimally burdensome and efficient manner. The survey consisted primarily of closed-ended items about program design, implementation, and evaluation; however, it also included a small number of open-ended items addressing major project successes and challenges. Survey data described projects' approaches to identifying, developing, and supporting turnaround leaders as well as the working of cross-organizational and cross-sector partnerships to support leader development. Survey data have helped the study team clarify and illustrate the landscape of grantee program implementation and operation.

For a closer view of a subset of grantees, the study team conducted case studies of seven Cohort 1 grantees. The study team selected a purposive sample of grantees to reflect the diversity of TSLP projects. Case studies included on-site interviews with grantee and partner staff as well as focus groups with program participants. The case studies provided in-depth understanding of the on-the-ground activities, policies, decision-making, challenges, and lessons learned in each of the seven projects. Specifically, interviews provided an opportunity to probe more deeply on extant data and data collected through surveys. Data from the case studies provide clear illustrations of the ways in which projects implemented their TSLP grants. The report includes brief profiles of each case study project (Appendix B). The study team invited the visited grantees to review the profiles for accuracy.

Finally, the study reviewed available program documentation (including applications) and program performance data (including *GPR*A measures) such as program participation, completion, and placement. Extant data provided limited information related to early project outcomes and project selectivity.

The study team developed a set of constructs based on the study questions, which guided the analysis. Survey analysis focused on providing description or comparison of survey responses to help answer the research questions across the 12 grantees. Case study analyses focused on identifying more detailed findings and examples to expand on key findings from the survey and extant data.

Study Limitations

This study describes the ways in which grantees of the first cohort of TSLP grants identified and trained future leaders of turnaround schools and presents preliminary indicators of program outcomes. While this study focuses on a small cohort of grantees, the TSLP remains an innovative effort to pair leadership development and school improvement. Thus the study offers insights into the opportunities and challenges of developing turnaround leaders. As such, the study is well positioned to generate hypotheses as well as lessons learned for further programmatic and evaluative efforts. Nonetheless, readers should be cautious about drawing overly generalized conclusions about the development of leaders for turnaround schools.

Note that while the study included all 12 grantees in the cohort, the study only examined seven in depth. Even in those seven sites, the study team spoke only with staff and participants identified by the project, not all project staff and program participants.

Data collection for the study also occurred during the last year of the three-year grant awards. Study participants' memories of activities during the first year of the projects may have faded. In some cases, key staff from the inception of the grant were no longer associated with the projects and not available to the study team.

Overview of this Report

This report is organized around each of the four study questions. Each of the TSLP grantees partnered with other organizations, and Chapter 2 describes the ways these partnerships facilitated the development of turnaround leaders. Chapter 3 delves into the approaches taken by grantees to identify and select candidates for the leadership development activities described in Chapter 4. Chapter 4 describes the multiple approaches taken by grantees to develop and support leaders for turnaround schools. Chapter 5 describes the extent to which TSLP project participants have been placed in leadership positions in turnaround schools. Chapter 6 presents conclusions.

2. Project Partnerships

Partnerships formed the core of all 12 TSLP projects and supported all phases of the turnaround leader development process. Both interview and survey respondents emphasized three potentially important aspects of partnerships: communication structures; stability of district leadership; and flexibility of partners to respond effectively to any challenges.

In this chapter, we explore operating and managing partnerships, including using formal agreements as a management tool, and how partner organization representatives share the work of the partnership. We conclude with a discussion on local efforts to scale and leverage the TSLP partnership to support district improvement efforts and continue funded activities after the conclusion of the grant.

For most TSLP projects, a memorandum of understanding (MOU) served as the basis for identifying the roles of each of the partner organizations and defined the strategies for supporting program participants.

Survey and interview data indicate that most partnerships were formally codified in a written agreement such as a memorandum of understanding (MOU). On the survey, more than 80 percent of all TSLP project directors—including 100 percent of university and nonprofit-led partnerships—were guided by a formal MOU (Exhibit 1). TSLP projects led by districts were least likely to report use of a formal MOU as part of the project.

Exhibit 1. Percentage of projects with a memorandum of understanding or other written agreement documenting the roles and responsibilities of each partner organization, as reported by project directors, by project leadership type¹

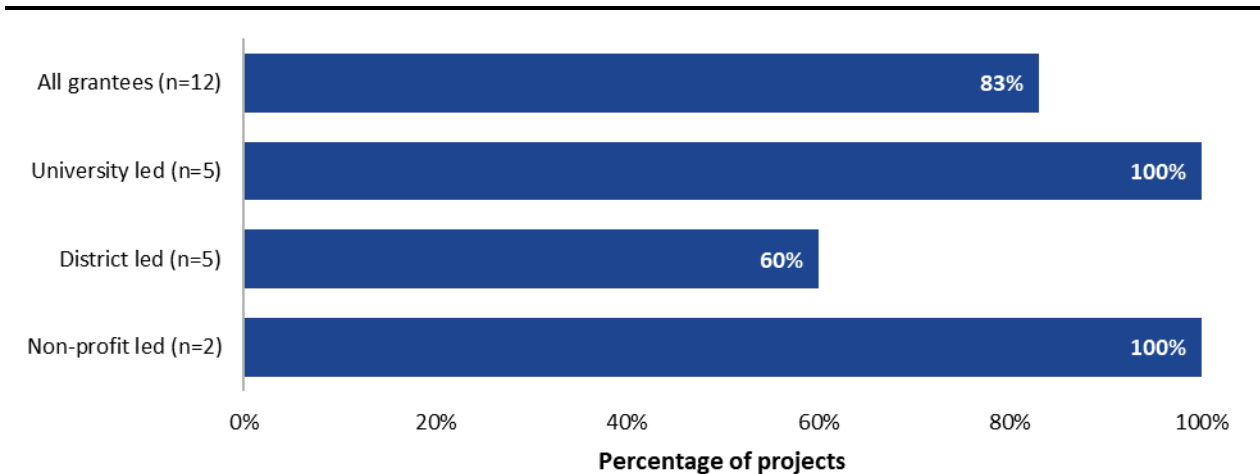


Exhibit reads: Out of 12 total grantees, 83 percent reported having a memorandum of understanding or other written agreement documenting the roles and responsibilities of each partner organization.

¹For each of the 12 grantees in the study, we surveyed the project director, a representative of each district partner, and a representative of each training partner. Although all 12 project directors responded to the survey, some did not answer all questions. Thus, the Ns for exhibits reporting data from project directors may be less than 12.

Source: Project director survey, item II-2.

The extent to which interview participants reported that the MOU affected day-to-day operations varied across projects. For example, among case study participants, representatives of two LEAs (one with a

university-led partnership and one with a nonprofit-led partnership) noted that, over time, the MOU provided the opportunity for districts to play a more significant role in guiding the work of the partnership. For example, a representative from one district partner noted that the district was currently redefining the pre-existing MOU to give the district a greater role in deciding who participated in leadership development activities, residency placement decisions, and principal placement. Additionally, the same district representative noted that the district had persistent challenges in placing effective principals in local high schools. For the 2017–18 school year, the district asked that its nonprofit partner incorporate existing high school assistant principals into its work in the district. The district representative noted that this change was important if the district was to more adequately staff its high schools. The representative said,

We have a huge need for high school principals right now. We can't get them. Nobody wants to go to high school... So I asked [nonprofit] to take a look at assistant principals that are in high schools right now who go through their process, but of course we are looking at them to be principals in one year.... That's the only way that we think that we are going to be able to keep up with the pace, but keep up the pace and be smart at the same time.

Both the district and university partners in another project noted that the district amended the terms of its agreement with the TSLP university grantee and other nonparticipating local universities and nonprofit organizations that were members of the district's principal development consortium. The changes resulted in the universities training more prospective principals than the district could accommodate in its residency program each year. The district provided funding to support approximately 40 residencies each year, while members of the consortia trained nearly 70 people who competed for residencies each year. This change allowed the district to exert greater power in residency placement because the district selected all residents from among the eligible population of prospective principals trained by the partner organizations, and approximately one-third of eligible potential principals would not be placed. Prior to this change, the lead TSLP organization reported that its program graduates were almost guaranteed to be placed in a district residency.

Interviews with case study participants indicate that an MOU was not sufficient for developing or maintaining a mutually satisfying partnership.

Although MOUs served as the formal framework for most TSLP partnerships, interview participants from nearly all case study sites consistently emphasized that the level and type of work that was required to create and sustain the partnerships went beyond the components of the project's MOU or contract. Data from both the survey and interviews with case study participants suggest that developing mutually satisfying partnerships required developing trusting relationships that were grounded in ongoing communications and a shared understanding of project goals. One of the university partners from a case study site stated,

We have a memorandum of understanding that's multiple pages... I think that memoranda of understanding only help you if there's a change on the superintendent... Because if you have a disagreement about what you should be doing or something like that because it's really all about trusting relationships. We're not going back to the paper all the time saying, 'You agreed to this, and you agreed to that.' It's about trust.

Case study interview participants consistently emphasized the importance of partners flexibly responding to changes that occur in participating districts. A district representative from a nonprofit and

district partnership highlighted the importance of partner organization responsiveness, stating, “You also want them to be flexible to meet the context of your district. So they're not too tight; that's not going to be beneficial. And if they are too loose, it's not going to help you set your vision and get it done.” Similarly, a university representative discussed efforts the training program made to make connections between prospective school leaders and the communities they would serve by requiring that program participants spend the summer before their residency interning in a local community agency and develop a grant proposal that would support the work of that agency in meeting the needs of students. The university partner identified these localized efforts as being important for securing district buy-in for the university’s work.

It builds the trust, honestly. It builds the trust that [university] is going to do the right thing with how we approach the preparation and how we approach the professional development or anything else; they've given us a lot of leeway to do a lot of things. I'll tell you what, if I don't do something right, [district staff person] will pick up that phone and call me and let me know pretty clearly that he didn't like this or didn't like that.

Case study interview participants from all sites identified regular communication about the successes and challenges of project activities as critical for partnership success. The communication allowed TSLP participants and local districts to provide feedback to training organizations on areas for program improvement. A district representative from one case study location stated that partner organizations had regular quarterly meetings that allowed district staff to get a better understanding of what prospective school leaders were learning. The staff person stated,

They are constantly reflecting on what the districts are saying and what their [program participants] are saying, and so those quarterly check-ins are very helpful. You also can just pick up the phone anytime if you have a problem. They're very open to receiving feedback outside of that quarterly report.

A representative of the nonprofit leading this TSLP partnership remarked that the quarterly check-in meetings helped increase the level of perceived ownership of project activities. Survey respondents from three rural sites identified the geographic distance between training partners and participating school districts as a barrier to developing effective partnerships. One training partner from a rural site commented on the survey that distance limited recruiting efforts, the ability of partners to make site visits, and efforts to monitor participant progress.

Survey and interview data indicate joint ownership and involvement in all TSLP project activities, with the lead organization having the most significant role across all project activities, followed by training partners and district partners.

Both interviews with case study site representatives and analyses of survey data reveal a shared responsibility of the TSLP partner organizations for many key project activities. Survey data indicate that lead organizations had the most responsibilities across each of the activities included in the survey (average of 4.5 on a 6-point scale), compared with an average of 3.3 for training partners and 2.1 for district partners (Exhibit 2). Survey respondents indicated that district partners played the most significant role in recruiting leaders or aspiring leaders for participation in activities, and training partners played the most significant role in developing and delivering training. Lead organizations exerted the greatest level of independent influence in developing metrics for and evaluating project success, and in deciding which participants successfully completed the program. Survey respondents indicated that the highest level of sharing among districts, training partners, and lead organizations in

project activities was in providing coaching or mentoring to program participants. Training partners and lead organizations had similar levels of responsibility for developing training content, while lead organizations and districts had the most similar level of responsibility for providing support for placed leaders.

Exhibit 2. Average level of participation of partner organizations in project functions, as reported by project directors, and district partners and training partners who were not from the same organization

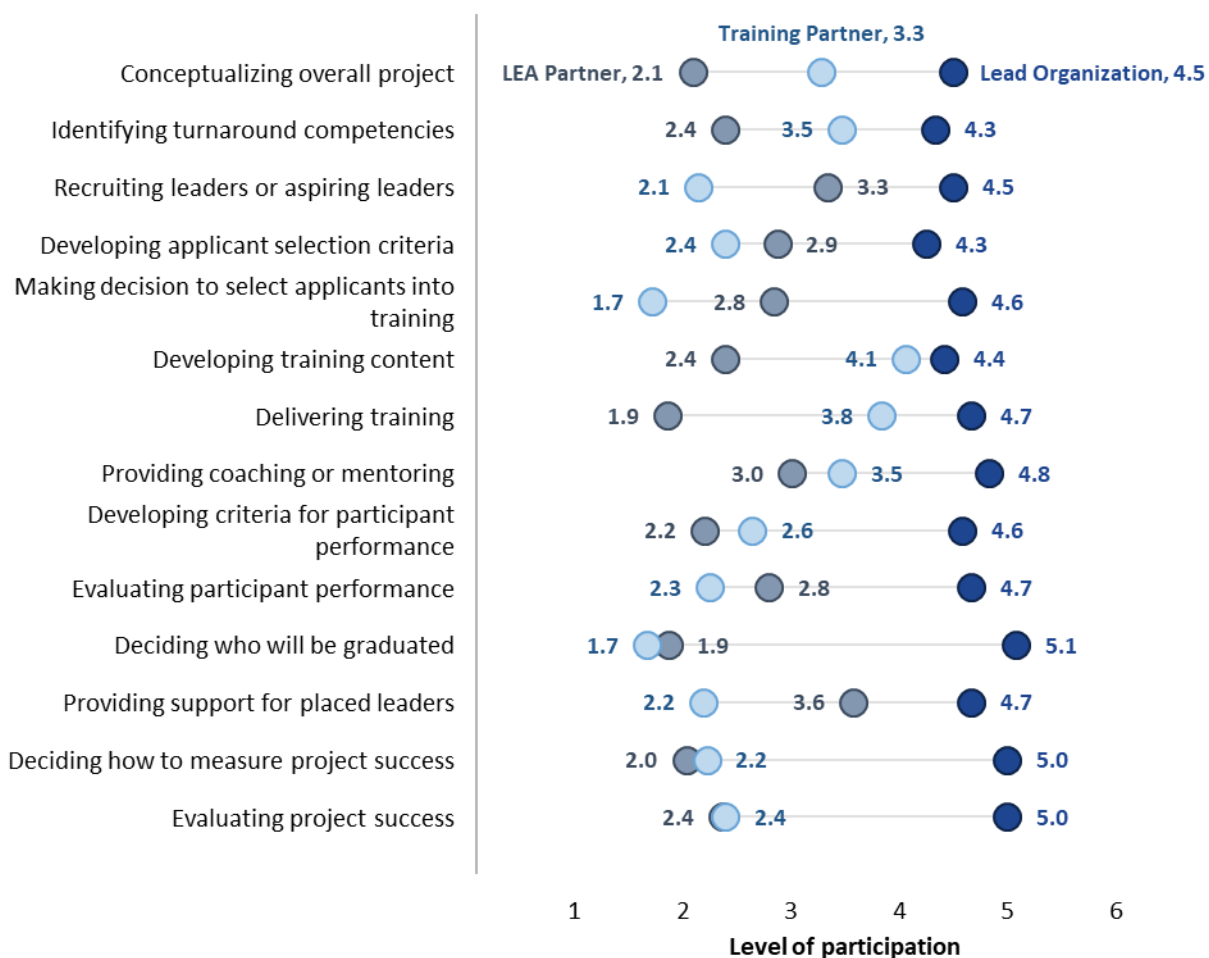


Exhibit reads: On a scale of 1 (not involved) to 6 (solely responsible), the average level of participation for conceptualizing the overall project for district partners was 2.1. For training partners, the average level of participation was 3.3, and for lead organizations it was 4.5.

Source: Project director survey, item II-2; district partner survey, item I-1; training partner survey, item I-1.

Interviews at all case study sites highlighted the shared nature of partnership activities and indicated that shared ownership is likely rooted in ongoing efforts to tailor services and supports to district and local school needs. As noted above, efforts to tailor services and supports were fostered by frequent conversations among all participating organizations and were critical to developing shared trust and understanding. A member of a university-based partnership stated, “I think the willingness to have those conversations and to value those conversations is something that lends a lot more trust and credibility to that partnership.”

One district/nonprofit partnership framed the work of the partnership as one of shifting responsibilities in which the nonprofit played the key role in most project activities during the first year of the project and shifted more project activities to district staff during the latter years of the project. For example, in the first year, the nonprofit took the lead on identifying and selecting participants. The next year, district staff took the lead with assistance from the nonprofit. During the third year, district staff assumed complete responsibility for the process.

The planned sharing and shifting of responsibilities resulted in the district fully funding the program coordinator's position and planning to maintain only limited contact with the nonprofit organization after the conclusion of TSLP funding. The district representative also noted that the district planned to petition the state department of education to become a licensed principal certification organization.

Leveraging and Scaling TSLP Activities

Partnerships between school districts and institutions of higher education or nonprofit organizations were the foundation of TSLP projects.

TSLP grantees and partner organizations emphasized the important role that grant activities arising from the partnerships played in helping overall district improvement efforts. Grant activities supported developing turnaround principals and teacher leadership development efforts. In some cases, partner organizations also provided training to school board members and nonparticipating district staff. Interview participants from all seven TSLP case study sites noted that the partnership played a key role in efforts to increase the number of effective turnaround principals through the development of a turnaround principal pipeline. For six of seven case study sites, TSLP activities served as an extension of ongoing efforts to improve the quality and effectiveness of school leaders. For at least half of the case study sites, developing effective turnaround principals was also more broadly focused on developing an effective leadership pipeline. For example, at least one project worked with principals and their teachers to develop a more decentralized shared leadership model.

For one case study project, efforts to build the pipeline also incorporated district school boards. TSLP funding supported the work of executive coaches who worked with school board members to help them identify and agree on leadership competencies for their schools.

In at least four case study projects, partner organizations also provided support to district efforts to provide professional development to non-TSLP participants. For example, in one district-led partnership, the district asked its nonprofit partner to help with district efforts to build the capacity of nonparticipating principals. The focus of the training was on increasing capacity to coach teachers and other administrators in the school. The nonprofit partner helped design the training and facilitated the training for principals three times each year. One of the faculty members of a university-led partnership stated that she had recently begun working more closely with district leadership in areas such as supporting continuous improvement work by providing feedback on tools that district staff use to collect and review information on progress. She noted that prior to the TSLP, district employees enrolled in university programs, but with the grant there was greater cooperation between the district and the university. This cooperation also strengthened the university's program by providing greater insights into district operations and expectations for school leaders. For another university-led partnership, university staff provided summer training in technology and technology leadership to both participating and nonparticipating principals.

Data suggest that leveraging and scaling of the TSLP work was facilitated by high levels of district buy-in to the goals and strategies of the TSLP project. Turnover among district staff was cited as a barrier to developing stronger partnerships by survey and/or interview respondents from nearly half of all TSLP projects. One survey respondent commented that district turnover affected the continuity of communication efforts among partners. Similarly, training partners from two different districts noted on the survey that high turnover in partner districts resulted in the need to gain buy-in and develop a shared understanding of project operation and goals with district staff who were not involved in the preparation of the initial application for funding.

Continuation of TSLP Activities

All project directors expected to work with their grant partners on some area of the turnaround leader pipeline after the end of the grant. District and training partners were more uncertain that the partnership would continue.

All project directors anticipated that connections between districts, nonprofit organizations or universities, and training partners would continue after the end of TSLP funding with providing input on training needs of turnaround leaders as the most likely area of continued connection (Exhibit 3). Staff from partner organizations were not as sure as the project directors were about the continuation of activities. At least one partner from all projects reporting was uncertain about future activities (Exhibit 4; see also Appendix A, Exhibit A-22).

Exhibit 3. Number of project directors reporting that some aspects of the grant partnership will continue after the end of the grant

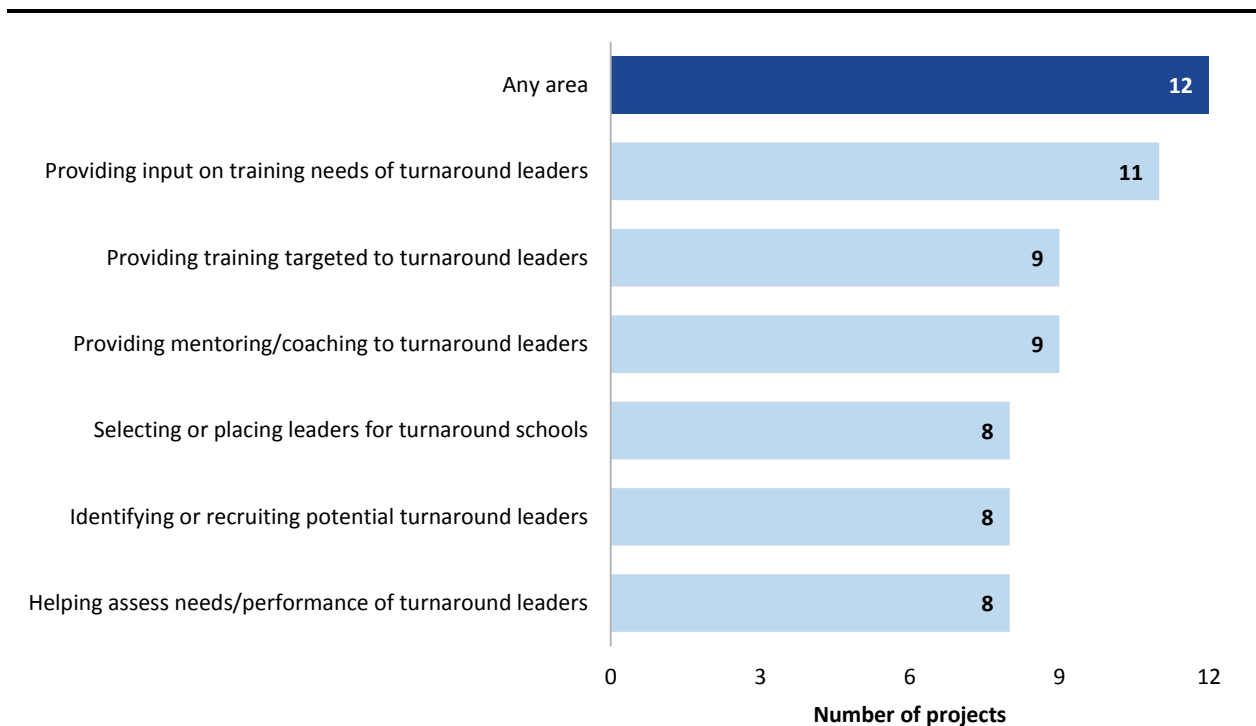


Exhibit reads: All 12 grantees reported that at least some aspect of the grant partnership will continue after the end of the grant.

Source: Project director survey, item III-2.

Exhibit 4. Percentage of grantees where partners from other organizations are unsure or do not expect future work with other partners on preparing turnaround leaders after the end of the grant

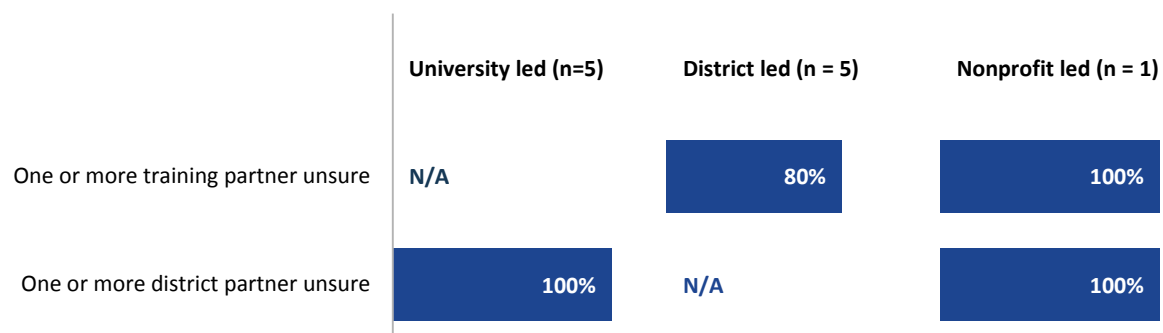


Exhibit reads: All five university-led grantees had one or more district partner that was unsure or did not expect future work with other partners on preparing turnaround leaders after the end of the grant.

Source: district partner survey, item II-2; Training partner survey, item II-2.

Among case study sites, the likelihood of formal continuation of activities that had been funded by TSLP varied across sites. As reflected in survey responses, all case study interview participants reported that at least informal communication among TSLP partners would continue in future school years. Among case study sites, three partnerships are likely to continue in substantially the same manner as with TSLP funding. For two of these three partnerships (one nonprofit led and one university led), the lead organizations and the districts had been partners in leadership development work for more than 10 years. Interview participants from both the district and partner organizations commented that work would continue into the 2017–18 school year. As noted above, one of the partnerships would expand to include existing high school assistant principals into training efforts. The district representative from the other long-term, continuing site stated, “So it’s not something that will stop. We honestly just need to continue to get better. So, the work that we are going to really start leveraging now is definitely continuing our residencies...Now, the retention [of trained principals] is our biggest focus.”

The end of the TSLP grant signaled the end of the formal partnership for three sites. For one district-led site, the entire TSLP grant centered on having the nonprofit train district staff to administer and support the program. That goal was accomplished, and the district funded the position of the staff person responsible for maintaining the program in future school years. For another district-led site, developing district capacity was not as explicit. However, the district representative noted that she had received training from the nonprofit partner and anticipated continuing to provide similar services in the district for future school years. She also noted that an effort to work with local universities to improve the capacity of the principal training program to develop effective school leaders would also likely continue in at least an informal manner. For the third university-led partnership, the formal connections between the university and participating districts was not anticipated to continue. However, the university representative anticipated that connections between university partners and local school districts that developed as a result of the TSLP would continue in the future.

At the time of the site visit, representatives from both the two participating districts and the nonprofit partner for one project were unsure what the partnership would look like in the future. Representatives of all three organizations anticipated some level of partnership but were unable to identify the exact nature of the work moving forward. The nonprofit organization representative stated that they anticipated having some carryover funds and planned to continue to provide some level of support

using those funds to continue the work into the fourth year. A district staff person for one district commented that the principal development network managed by the nonprofit would continue with aspiring school leaders having to pay individually to participate. A representative of the other district noted that their district was increasingly focused on retention and stability of school leaders and anticipated working with the nonprofit in this area. The nonprofit representative noted that the district's small size posed a challenge for efforts to constantly train new leaders since principal openings were relatively rare. She anticipated that future work would focus more directly on building the leadership capacity of teachers.

Both survey and interview data highlighted the important role that partnerships played in implementing TSLP projects. Staff in case study projects indicated that sharing responsibilities among project partners for key project activities—and ongoing communication about goals, needs, and progress—facilitated project implementation and resulted in services that were better tailored to the needs of participants.

3. Identifying and Selecting Candidates

To identify, assess, and select candidates for aspiring leaders programs, TSLP grantees took into account a number of measures. To identify and recruit candidates, referrals (from either peers or school and district leaders) were important measures. Previous experience, credentials and certifications, and performance ratings were frequent considerations before actually admitting candidates.

Overall, TSLP grantees employed systematic, multilayered selection processes to identify and select project participants. Candidates demonstrated their skills and abilities in multiple ways (e.g., resume and application submissions, interviews, completion of tasks and assignments) to enter TSLP programs.

Alongside the aspiring leaders programs, some of the TSLP projects also included leadership development programs for teachers and current school leaders. The identification and selection processes for these programs, however, were less systematic, and selection was largely at the discretion of the school or district leaders.

TSLP grantees implemented multiple strategies to recruit potential program participants, offering incentives including financial incentives and professional development opportunities. TSLP grantees relied primarily on referrals from peers and existing school leaders to identify program candidates.

TSLP grantees used multiple sources of information to identify potential TSLP candidates (e.g., referrals, performance data, and historical data such as candidates' employment history). Project directors, district partners, and training partners indicated that TSLP grantees most often relied on referrals from peers and existing school leaders to identify potential program participants (Exhibit 5).

Case study respondents shared a similar narrative, suggesting that school and district leaders "purposefully tapped" candidates to apply for programs. Aspiring leaders and placed leaders from at least half the case study sites also mentioned that a school leader or district leader referred them to the program. For example, an aspiring leader shared, "[The] superintendent called me into his office and told me that he saw the value in what I did and thought it would be a good move for me to look into the [program], which I did." A district partner also shared:

We have conversations even with our principals, [and ask] 'Who are some of [the] folks in your building that are showing, or that you think might have, leadership ability?' That's one pool of candidates we try to identify, and some of those we might not even approach immediately. But at least we try to identify them early and begin to nurture and keep an eye on [them] and track their development.

Additionally, three case study sites required endorsements from the district (e.g., superintendent) before allowing a candidate to move forward in the selection process. Two sites required endorsements from school leaders.

Exhibit 5. Percentage of projects reporting use of information to identify potential candidates for school leadership, by respondent type

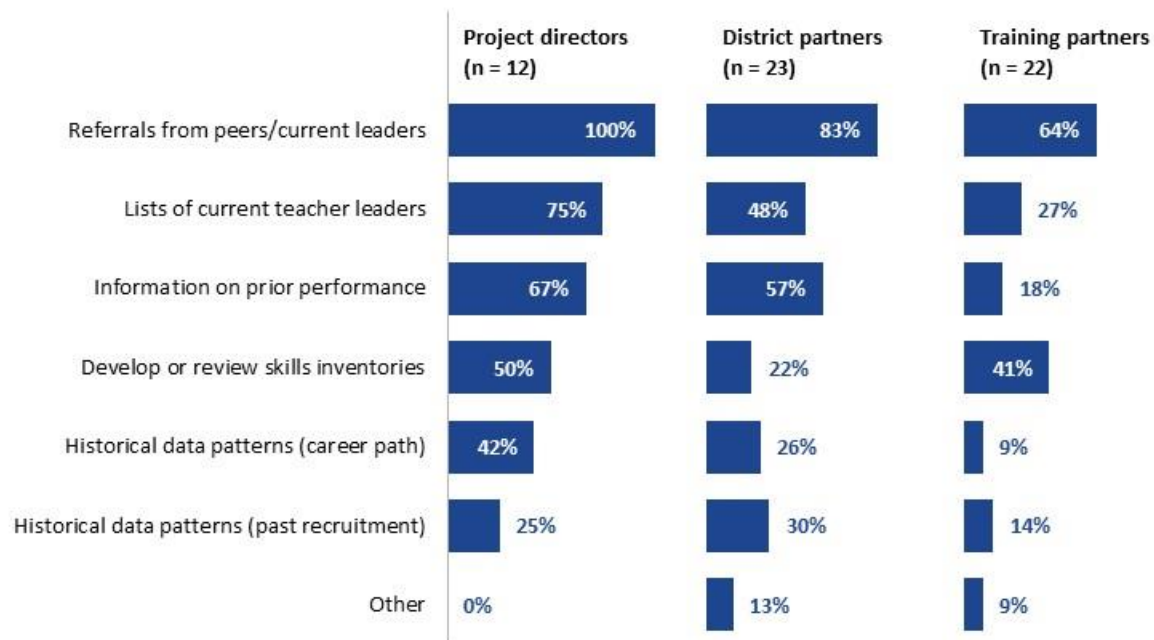


Exhibit reads: One hundred percent of project directors, 83 percent of district partners, and 64 percent of training partners reported using referrals from peers/existing leaders to identify potential candidates for school leadership.

Source: Project director survey, item I-1; district partner survey, item III-1; training partner survey, item III-1.

While TSLP grantees relied primarily on referrals and existing data (Exhibit 5) to identify candidates, case study respondents also mentioned that grantees implemented other strategies to inform educators about the programs and to recruit potential program participants. Both aspiring and placed leaders recalled attending information sessions, receiving email notices, or reading announcements on social media. Word-of-mouth recruitment (e.g., knowing someone in a program) and specific encouragement from previous or current TSLP participants to apply were also major factors reported by case study respondents as ways of identifying and recruiting candidates.

Four case study sites implemented components for teacher leaders and/or current school leaders. One grantee gave priority to teachers serving in TSLP schools and then opened the program to other teachers in the district. The other two projects left it to the school principals to identify teacher leaders. In one grantee with a current administrator component, districts recommended candidates, and project staff selected program participants.

To determine eligibility for program participation, grantees searching for aspiring leaders most often used teaching experience, teacher leadership excellence, and performance in current position.

When determining eligibility for participation in TSLPs (Exhibit 6), particularly for aspiring leader candidates, grantees most often considered teaching experience (11 grantees), teacher leadership experience (nine grantees), and performance in current position (nine grantees). For candidates who were already school leaders, grantees most often considered performance in current position (10

grantees), school administrator experience (nine grantees), and current administrator credential or certification (nine grantees) to determine eligibility.

Exhibit 6. Number of grantees considering various candidate characteristics to determine eligibility for participation, by prior experience of candidate, as reported by project directors

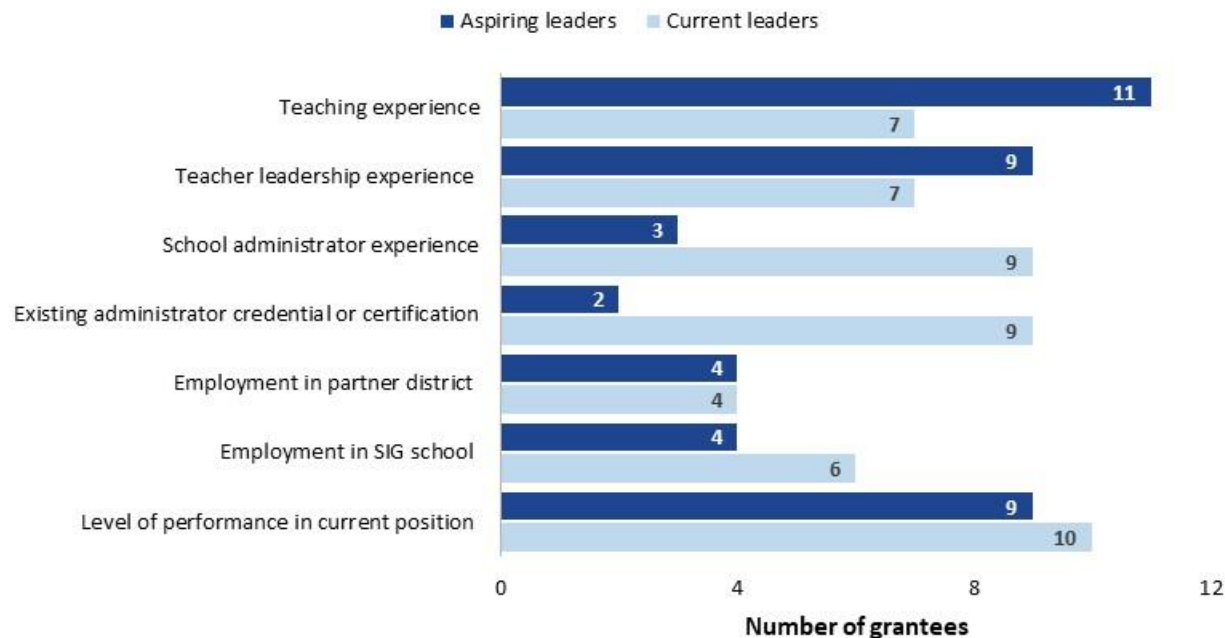


Exhibit reads: Eleven grantees reported considering teaching experience to determine eligibility for participation for aspiring leaders.

Source: Project director survey, item I-2 (N=12).

All grantees used both resume reviews and panel interviews. Almost all grantees reviewed written examples of work to assess candidates for program participation.

To assess potential candidates for aspiring leaders programs (Exhibit 7), all grantees conducted resume reviews and panel interviews. Additionally, almost all grantees reviewed written examples of work (11 grantees) and required candidates to complete written exercises (10 grantees)—often on the spot, according to case study respondents. At least half the case study sites also required applicants to submit portfolios demonstrating previous leadership experience and instructional expertise.

Among the case study sites that also implemented components for teacher leaders or current leaders, one had a formal application and selection process that required applicants to submit an application, participate in an interview, and complete assignments to demonstrate skills and ability. Staff in two other projects relied primarily on recommendations from districts and schools. One project director noted that the process was not “as purposeful” as the aspiring leaders component. Many of the participants had been involved in a previous state-level program targeting priority schools.

Exhibit 7. Number of projects using various methods to assess candidates for project participation, as reported by project directors



Exhibit reads: Twelve projects reported using panel interviews to assess candidates for project participation.

Source: Project director survey, item I-5 (n=12).

Case study respondents described multilayered selection processes that required written applications, a series of interviews, performance simulations, mock scenarios, problem solving, and group work.

Program participants, including both aspiring leaders and placed leaders, often described the selection process as “rigorous” or “intense.” One aspiring leader elaborated, “I felt like this was more intense than actually applying to undergraduate or graduate school.” During case study visits, participants described multilayered selection processes that required not only resumes and interviews but also written applications, essays, performance simulations, mock scenarios, problem solving, and group work. As one project director described:

There are three essays. The first essay is basically, “Tell me about a time where you’ve made an impact in your organization, while developing capacity of others using data, and what you would do differently about it.” The second essay question is basically [about] the life of a principal.... Then the last question is, “Why do you want to do this? Why do you want to be an aspiring principal?”

At least four case study sites implemented such activities during a day-long assessment session that candidates were required to attend. A training partner described such a meeting:

For [the assessment day], the applicants or potential leaders are put through a number of role plays and scenario-based situations, where we actually hear and see and feel what their responses would be to various scenarios. We have some students in there, and some program staff in there, some faculty, and some former state- and national-level educational leaders, who are all in this group assessing these fellows.... You can see where their hearts and minds are, and [whether] they have the genuine belief that all students can learn, and that they can be a part of that.

At least half the case study sites mentioned using rubrics and other tools to score and assess candidates' submissions and overall performance.

Respondents from at least four case study sites indicated grantees used rubrics and other tools to assess candidates' submissions and overall performance, and ultimately to select aspiring leaders for their programs. Two respondents noted that the scoring rubrics and tools mapped to the leadership standards and competencies that informed the program. Grantees scored various selection components, including candidates' resumes, responses to essay questions, recommendation letters, and performance in interviews and mock activities.

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4. Developing and Supporting Turnaround Leaders

The core purpose of the TSLP projects was to develop and support leaders to work in turnaround schools. While each grantee designed its project independently, there were consistent themes to the ways projects developed and supported turnaround school leaders. Projects largely served aspiring leaders, meaning those without prior school leadership experience, rather than leaders already working in administrative positions. Projects tended to provide incentives for leadership candidates to participate in TSLP-funded programming. TSLP projects relied on academic coursework and organized candidates into cohorts for training, provided extended clinical experiences for candidates through residencies, and provided ongoing mentorship and coaching to program participants. The content of training for new principals hewed closely to the literature on general leadership development. Survey and case study data did not highlight activities that focused explicitly or exclusively on the knowledge and skills needed for successfully leading a turnaround school.

Participants

TSLP projects were primarily designed to serve aspiring leaders; 10 percent of participants were current leaders.

All TSLP grantees focused on prospective school leaders and included components designed to prepare aspiring leaders of turnaround schools. Ninety percent of participants were aspiring leaders (Exhibit 8). Ten projects also provided professional development and training for teacher leaders or current administrators. No project reported focusing exclusively on current school leaders.

Exhibit 8. Percentage of participants who were aspiring school leaders before project participation

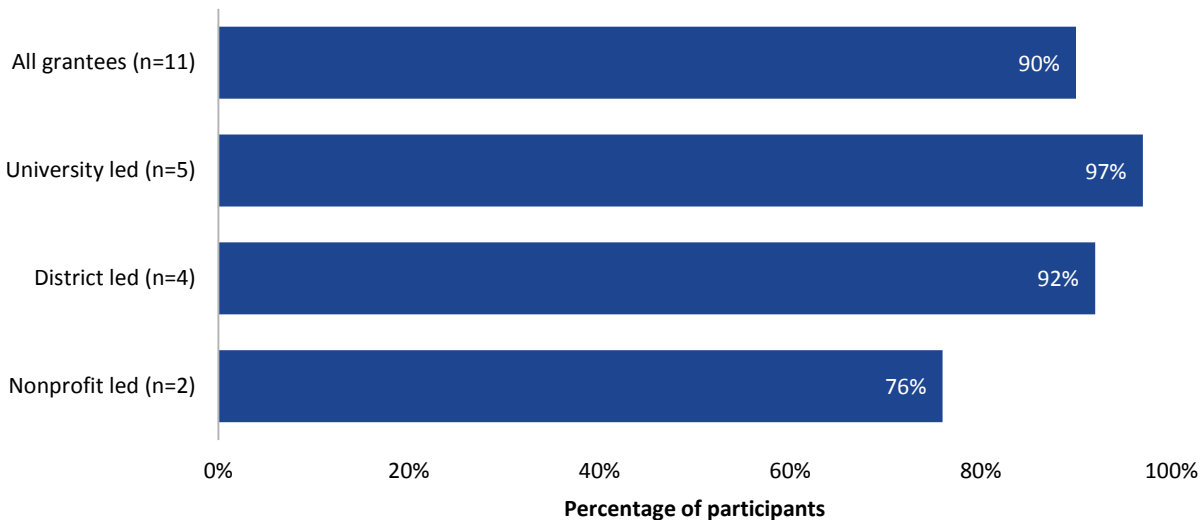


Exhibit reads: Across all grantees with project directors who responded to this question, 90 percent of participants were aspiring school leaders.

Source: Project director survey, items I-6, I-7.

Ten of 12 grantees provided some form of incentive to participants for participating in the program.

All university-led and nonprofit-led grantees provided some type of incentive to participate (Exhibit 9; see also Appendix A, Exhibit A-17). In case study projects, these incentives were either subsidized tuition or fees, and release time to attend training or participate in residencies and internships.

Exhibit 9. Percentage of projects offering incentives for participating in the program, as reported by project directors, by project leadership type

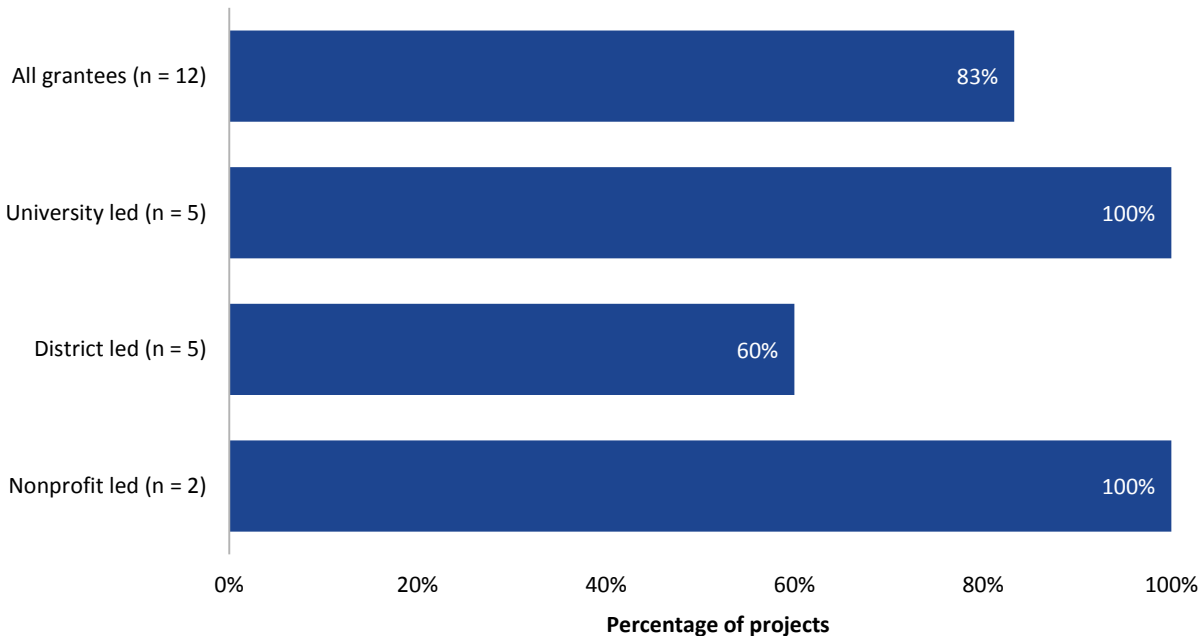


Exhibit reads: Eighty-three percent of all grantees (12 grantees) offered incentives for participating in the program.
Source: Project director survey, items I-27, I-29.

All but one of the case study projects subsidized the costs of participating in the program through subsidized tuition or fees and with release time to attend training. Some participants cited this as a major factor in deciding to apply to the program. As one aspiring leader in a project that subsidized graduate tuition put it, “I wouldn’t have done it without the scholarship part because I already had student loans from [previous education].”

Participants in case study projects emphasized nonfinancial reasons for participating, however. Some cited the appeal of on-the-job learning with mentoring and coaching:

...the residency excited me and interested me....because I thought being hands-on and learning on the go, learning by doing, would be the best avenue, coupled with the fact that I would have a mentor, someone that I trusted to lead the way. For me, it was the perfect scenario.

An aspiring leader in another project agreed:

One of the biggest draws for me was the coaching piece. The most beneficial piece to me was having the mentorship and the on-site coaching because I'm a person who, when I receive feedback, I'll implement it.

Others were drawn to the cohort model:

For me, the collaboration. When you are in a high-needs school, depending on the demographics of your district, you may be a lone ranger or there are not a lot of SIG or failing schools in your district. So, just that collaboration is what helped me want to continue with the program.

Project Structure

The broad research and policy literature on principal preparation informed the structure and experiences of each of the TSLP projects. Numerous works tout the importance of principal preparation programs focusing on:

- Aligning program content to national and state professional standards;
- Providing instructional leadership;
- Integrating theory and practice;
- Having knowledgeable faculty;
- Emphasizing the principalship as a career;
- Providing social and professional support via a cohort model of principal preparation;
- Targeting recruitment and selecting candidates; and
- Providing supervised residencies in schools that provide real-world leadership experiences (see, for example, Darling-Hammond, Myerson, LaPointe, and Orr, 2010 and Orr and Orphanos, 2011).

All case study projects used a cohort model, typically having served one or two cohorts over the course of the grant.

Just over half the projects (seven of 12) included university graduate coursework as part of their turnaround leader preparation.

Project participants did not necessarily earn graduate degrees or state administrative licenses. Graduates of five projects earned a graduate degree, while completers of five projects received state administrative licenses. Case study projects offered various combinations of training or coursework and residencies to aspiring leaders and regular training and professional development to current leaders and/or teacher leaders (Exhibit 10). Training time in case study projects ranged from one to four years. Aspiring leaders in all case study projects participated in residencies.

Exhibit 10. Selected characteristics of case study projects

Project	Duration	Residency	Graduate degree awarded	License granted	Who pays tuition?
1					
Aspiring Leaders	18 months (2 academic years)	10 days	Yes	No	IHE partners partially subsidize
Current Leaders	Life of grant	NA	No	No	NA
2					
Aspiring Leaders	12 months (1 academic year plus summer)	12 months	No	Yes	TSLP grant pays for 12 “fellows”
School Leadership Teams	Life of grant	NA	NA	NA	NA
3					
Aspiring Leaders	2 school years ^a	11 months	No	No	NA
4					
Aspiring Leaders	1 year	1 year	Yes	Yes	TSLP grant
Teacher Leaders	2 years	NA	No	No	NA
Principal Mentors	1 year	NA	No	No	NA
5					
Aspiring Leaders	2 years plus 2 summers	1 year	Yes	Yes	TSLP grant
6					
Emerging Leaders	1 year training	NA	No	No	NA
Aspiring Leaders	1 year residency 1 year support	1 year	No	Yes	NA
7					
Aspiring Leaders	4 years ^b	1 year	Yes	Yes	Participants

Exhibit reads: In one project, the aspiring leaders component lasted 18 months.

^a The program begins with a five-week summer intensive, followed by an 11-month residency and a one-year transition to the principalship.

^b One-semester coursework, one-year residency, two years post-residency placement.

NA = not applicable.

Source: Case study interviews.

Training Content

All projects used both research on effective school leadership and specific strategies for turning around schools to identify the leadership competencies to develop in project participants.

Project directors reported on surveys that they relied on the following sources to identify leadership competencies to target in their projects (see Appendix A, Exhibit A-1):

- Research on effective school leadership;
- Specific district school turnaround programs or strategies;
- National or state leadership standards;
- Activities or strategies from SIG models;
- Leadership models used by training partners; and
- District leadership models.

Six case study projects used multiple sets of professional leadership standards to identify competencies:

- Two projects mapped state standards to national leadership standards.
- One project used competencies derived from the research literature mapped to state standards, which were aligned with national leadership standards.
- One project used state standards customized for the participating district and aligned with national leadership standards.
- One project used district competencies plus national leadership standards and the research literature.
- Another project used a training partner model aligned with national leadership standards plus a district blueprint and state competencies.

In cases where projects used national leadership standards, respondents most often cited the Interstate Leader Licensure Consortium (ISLLC) standards or their successor, the Professional Standards for Educational Leaders (PSEL) (both developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration). One project used the urban leadership framework developed by the training partner. None of the projects reported relying on standards or competencies explicitly focused on the exigencies of leading turnaround schools.

TSLP projects content and form of training was consistent with practices highlighted in current research on school leadership preparation in general.

Despite the focus on leadership for school turnaround, projects geared training toward leadership in general. Most projects used field-based projects, action research, analysis, and discussion of leadership case studies in their training. About half of the grantees (seven) included portfolios demonstrating learning and accomplishments or capstone or concluding projects (six) (see Appendix A, Exhibit A-6).

Project directors also reported allocating relatively more training time to:

- Data use;
- Communication and interpersonal skills;
- Monitoring and evaluation instruction;
- Developing a positive school culture; and
- Developing a school vision and culturally responsive pedagogy.

Less time was given to allocating resources and budgeting, and to recruiting and selecting teachers (see Appendix A, Exhibits A-3, A-4).

Case study project staff echoed survey results and noted that they tried to allocate time across topics equally. While respondents in all projects emphasized the use of data, there was some variation in emphasis. Staff and participants in two projects noted a particular emphasis on educational equity. Placed leaders in an urban project described an emphasis on adaptive leadership when dealing with school politics, which one defined as “for lack of a better word, street smarts.” Particularly useful topics for a placed leader in a rural project included improving school culture, transforming discipline procedures, and instructional leadership. The training in another rural project included topics specific to very rural districts, such as obtaining grant funding, local politics, and dealing with the isolation in small rural communities.

Residencies

Principal residencies offered aspiring principals apprenticeship experiences in schools for an extended period of time. In these positions, aspiring principals received frequent support through supervision, coaching, and mentoring both from principals as well as experienced TSLP project staff and consultants. Residencies provided aspiring principals the opportunity to practice the craft of school leadership. The TSLP projects exhibited a range of residency offerings as described below.

Eleven TSLP projects included a supervised residency or internship or provided periodic professional development as aspiring leaders continued working at their jobs.

In seven projects, the residency lasted one school year; two projects included residencies that lasted between one and two school years; and two projects included residencies that lasted less than half a school year (Exhibit 11; see also Appendix A, Exhibit A-7).

Exhibit 11. Number of grantees in which aspiring leaders participated in supervised internship or residency, by length of residency

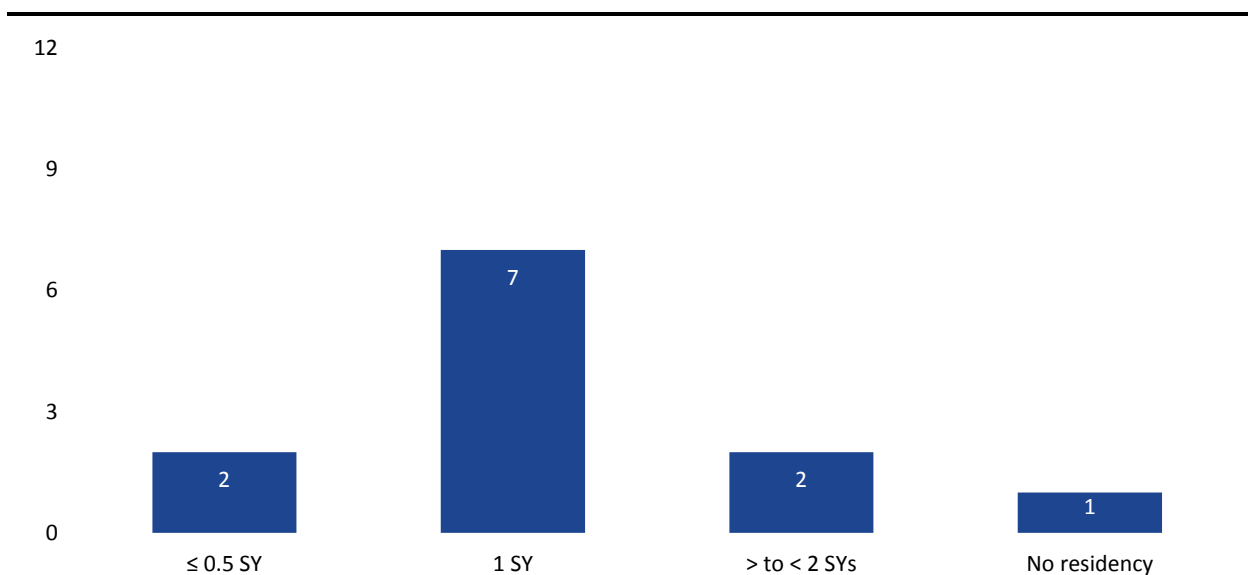


Exhibit reads: Two grantees reported that aspiring leaders participated in a supervised residency lasting half a school year or less.

Source: Project director survey, item I-16, I-17 (n=12).

Residencies in nine projects involved participants working in another school either part time or full time. Ten project directors reported that residencies included each of the following (Appendix A, Exhibit A-8):

- Supervision and assistance from a mentor or coach,
- Responsibilities for making leadership decisions, and
- Regular performance evaluation.

All residencies included opportunities to network with other residents.

Residencies formed the core of six of the case study projects. In all six, the residencies were either full time or close to full time for a year. In two of the three projects where aspiring leaders earned graduate degrees, residencies followed periods of coursework ranging from a semester to a year. In the third degree-conferring project, the residency and coursework were concurrent.

For aspiring leaders in the four nondegree-conferring projects, residencies and coursework or training were concurrent. Some began with summer sessions. Participants attended training sessions once or twice a week with their cohorts.

Participants were positive about the opportunities for the real-world leadership experience that residencies offered:

The biggest piece for me was the opportunity to be in a residence for a year and to learn from an administrator and to actually be in that role for an entire year and figure things out. I thought it really prepared me for what I'm doing now. I thought the experience was invaluable compared to my traditional licensure program.

In one project, the residency consisted of a minimum of 10 days throughout the 18 months of graduate coursework. Over the course of these 10 days, aspiring leaders shadowed principals in several schools and experienced a variety of grade levels and demographics.

Supervision and support mirrored practices highlighted in the leadership preparation literature, including evaluations using observation by mentors and staff as well as self-assessments.

Aspiring leaders in all case study projects worked with mentor principals, and all respondents felt that the relationship between the participants and mentor principals was a key to the success of the leadership preparation. Six projects provided aspiring leaders with mentors during their residency. The one project with a 10-day residency assigned mentors to aspiring leaders for the duration of the project. One placed participants in schools with principals trained by the project. One matched participants with mentors, taking interests and career goals into account. Another project assigned participants to “successful transformational principals.” In another project, aspiring leaders and their principals applied to the program together.

All projects expected mentor principals to work closely with aspiring principals and give regular feedback. As one project director put it:

It's not just shadowing. It starts out as shadowing and moves toward gradual release where they are doing things together and [then] the aspiring principal is out doing things on their own...having the opportunity to make mistakes.

Most aspiring leaders valued the relationship. One called the relationship “a cornerstone” of her experience. As another put it:

I shared an office with my mentor principal, and that was huge because there was nothing that went on in that building that I wasn't exposed to.

Three projects also provided aspiring leaders with coaching support during their residencies. Coaches were project staff who made regular visits to school sites.

Four case study projects that included components for current school administrators or teacher leaders also provided these participants with mentors or coaching support. Coaches made regular visits to schools or kept in touch with participants by telephone and email.

Projects evaluated participant performance most commonly through observations of practice, self-assessments, and review of artifacts such as portfolios (Exhibit 12). Participants in case study projects reported that they received ongoing feedback for the duration of the project from mentors, coaches, and supervisors as well as more formal performance assessments.

Exhibit 12. Number of projects using performance measures to evaluate the performance of program participants

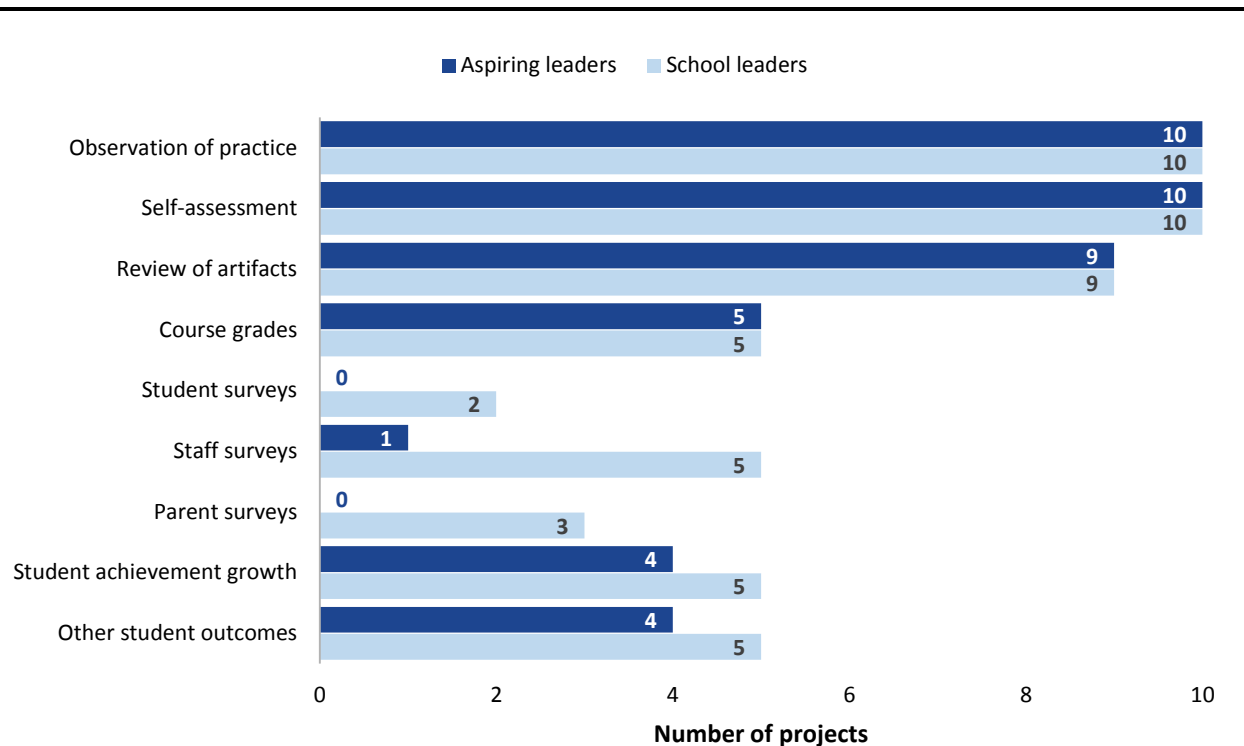


Exhibit reads: All of the projects for which project directors responded reported using observation of practice to evaluate the performance of program participants who are not school leaders. These projects also reported using observation of practice to evaluate the performance of program participants who are school leaders.

Source: Project director survey, item I-23 (n=10).

Support for Participants

All grantees provided some form of assistance (for at least a year) to leaders placed in turnaround schools.

This assistance included providing help with individual professional development planning, providing periodic group meetings or seminars with other turnaround leaders, and assisting with work products such as school improvement plans or budgets (see Appendix A, Exhibits A-13, A-14, A-15).

Eleven projects provided individual mentoring or coaching upon completion of the TSLP-provided training.

In five projects, this coaching or mentoring support lasted one year. Three projects provided this support for the duration of time the placed leaders remained in the turnaround school (Exhibit 13; see also Appendix A, Exhibits A-14, A-15).

Exhibit 13. Duration of mentoring or coaching provided to placed leaders

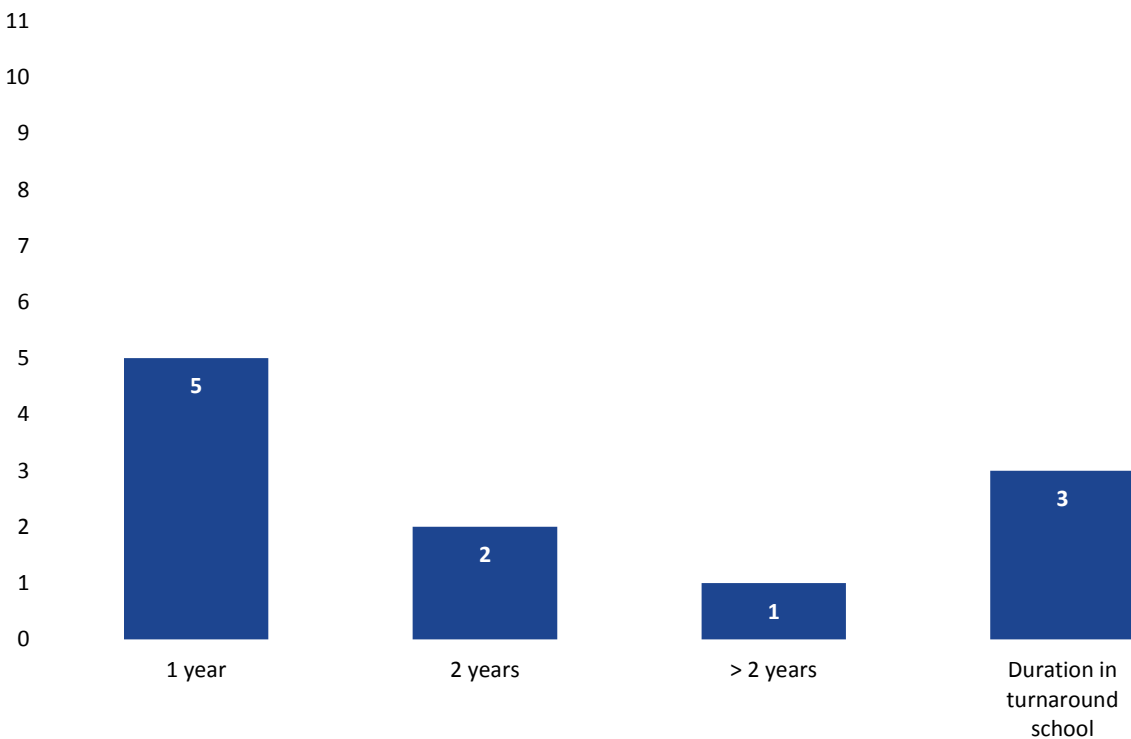


Exhibit reads: Out of 11 grantees providing mentoring or coaching to placed leaders, five grantees provided one year of mentoring or coaching.

Source: Project director survey, item I-25 (n=11).

Two case study projects provided coaching support to placed leaders for one year. Placed leaders in one of these projects could also participate in training offered to the current cohort of aspiring leaders. Placed leaders in a nonprofit-led project could participate in the organization’s principal induction program for a year. As the project director put it, “We believe very strongly that once you are a [program participant], you’re always a [program participant].” Another project offered placed leaders two years of coaching support after placement.

Two projects provided more informal support to program completers. In one, placed leaders had access to leadership networks run by the grantee as well as continued access to principal mentors. Participants in the other project also maintained informal contact with principal mentors and university faculty. Those who found administrative jobs prior to the end of the grant could become part of the current administrator component and receive professional development.

Participants also relied on other members of their cohorts for support during training and after placement. As one aspiring leader put it:

I think one thing we have done as a cohort is that we have provided this support to each other and the learning to each other. I have learned so much from this group, but I think that we have also come together to make it really meaningful. I'm very appreciative that we had eight of us. It was a nice number.

Use of Data by Projects

All TSLP projects used data primarily for continuous improvement.

Eight of 12 projects reported using locally developed metrics in addition to the project's *GPRA* indicators to measure success (see Appendix A, Exhibits A-20, A-21). Commonly used metrics included:

- Student achievement gains and achievement gaps,
- Principal retention,
- Participant satisfaction,
- Equity, and
- School climate and culture.

GPRA measures included student and teacher attendance rates; student achievement proficiency data; participation, completion, and placement data; and a cost measure. Respondents in case study projects expressed mixed assessments of the value of the *GPRA* indicators. One project director noted that "quite frankly, I don't use them because they don't help guide the work of the [project]." Another had positive views: "Basically, they keep reminding us about what these programs are supposed to be accomplishing in the first place. So that's very useful for us."

Some case study projects, especially those with longstanding programs, collected both formative and summative data on their participants and schools. One project looked at school quality ratings; teacher and principal evaluations; surveys of teachers, principals, parents, and students; and subgroup achievement data. The project also tracked how long it takes program completers to get a principalship.

Another project used project-developed competencies to look at newly hired school leaders. The project examined achievement gaps and links between school practices and gaps. The project also conducted a survey that measures the amount of shared leadership practices in schools.

A participating district in one project was developing a leadership tracker that would contain profiles of potential school leaders including information on professional development received, evaluation results, and information about the potential leaders' current schools. District staff hope to use the tracker to search the pool of potential leaders and better match new principals to the needs of schools.

5. Post-Preparation Placement of Project Participants

A key intermediate outcome of TSLP projects is placing aspiring leaders in administrative positions in SIG or SIG-eligible schools. Because most TSLP-placed leaders had not been in their positions for more than a year or two, it would be unreasonable to attribute longer term school-level outcomes to the school leaders of the TSLP projects. This chapter reports the outcomes of TSLP project participants as evidenced in the projects' *GPRA* data.

In the first two years of the grant, projects reported the number of participants who completed training ranged from eight to 125, with between 39 and 100 percent of participants completing the training.

Most participants in TSLP projects successfully completed training. The variation by project is primarily due to the size of the project, the length of training, and the number of cohorts. In their Annual Performance Reports, grantees reported the number of participants who enrolled and the number who completed training (Exhibit 14). The *GPRA* measure includes all types of participants and does not distinguish between aspiring and current leaders.

After completing training, aspiring leaders generally participated in the usual district application process for leadership positions (see Appendix A, Exhibits A-10, A-11, A-12). There were no guarantees that aspiring leaders would find administrative jobs. As one project director put it, "There's no free pass to saying because you've gone through the program, you're going to be given a position. Positions are earned by the folks in the program."

A few case study projects supported program completers during the application process. For example, one project held mock interviews to prepare candidates. One year, a district set up a special project pool for administrative vacancies. In another district, if there were no open positions or positions suited to program completers, project staff "worked with [another district] to see if they needed somebody."

In one district, aspiring leaders interested in leadership positions were required to apply to be in an eligibility pool. The application included two essays and an interview. Applicants received interview and essay scores with the final score determining eligibility. Overall, this process has a 35 percent pass rate, but the pass rate for TSLP project completers was over 90 percent.

Two case study projects often trained aspiring leaders for specific positions.

On average, project directors reported that 43 percent of program completers were placed in turnaround schools within one year of program completion.

The percentages reported on the survey ranged from 0 percent to 100 percent. University-led projects reported lower placement rates, likely because they tended to have longer training periods. At the time of the survey, many participants had not yet completed training or were beginning their job search (Exhibit 15).

Exhibit 14. Number of participants who completed training, by project leadership type

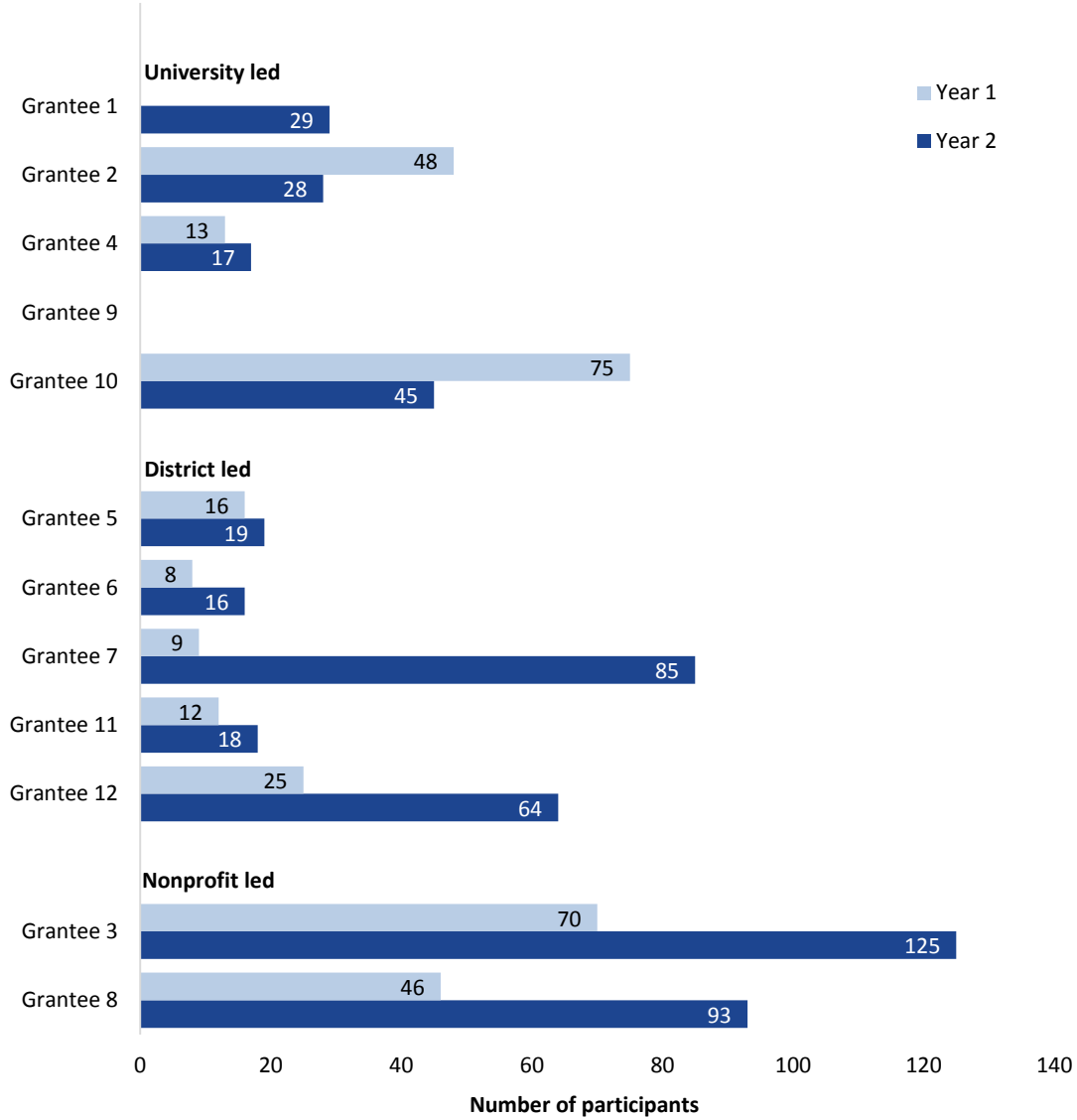


Exhibit reads: One university-led grantee reported 29 participants completed training in year 2 of the grant.

Note: Missing data indicates that participants had not yet completed training as of the reporting date.

Source: Year 1 and year 2 Annual Performance Reports, GPR performance measure—participation (n=12).

Exhibit 15. Average percentage of program completers placed in turnaround school within one year of program completion, as reported by project directors, by project leadership type

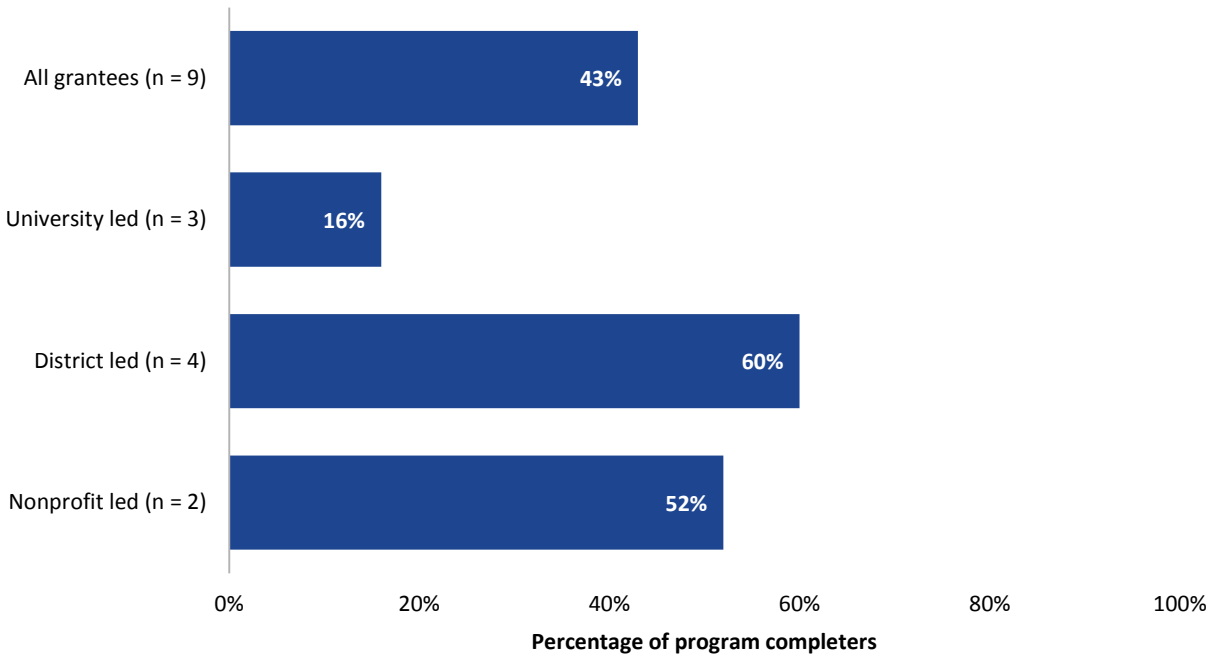


Exhibit reads: Across the nine projects that reported these data, the average percentage of program completers placed in a turnaround school within one year of program completion was 43 percent.

Source: Project director survey, item I-8.

One of the *GPRA* measures focused on placement rates. Each year, grantees reported the percentage of participants placed in SIG or SIG-eligible schools (Exhibit 16). However, as with the completion *GPRA* measure, this measure includes both aspiring and current school leaders. In addition, defining “placement” was left up to each grantee.

Exhibit 16. Percentage of participants placed in SIG or SIG-eligible schools, by project leadership type

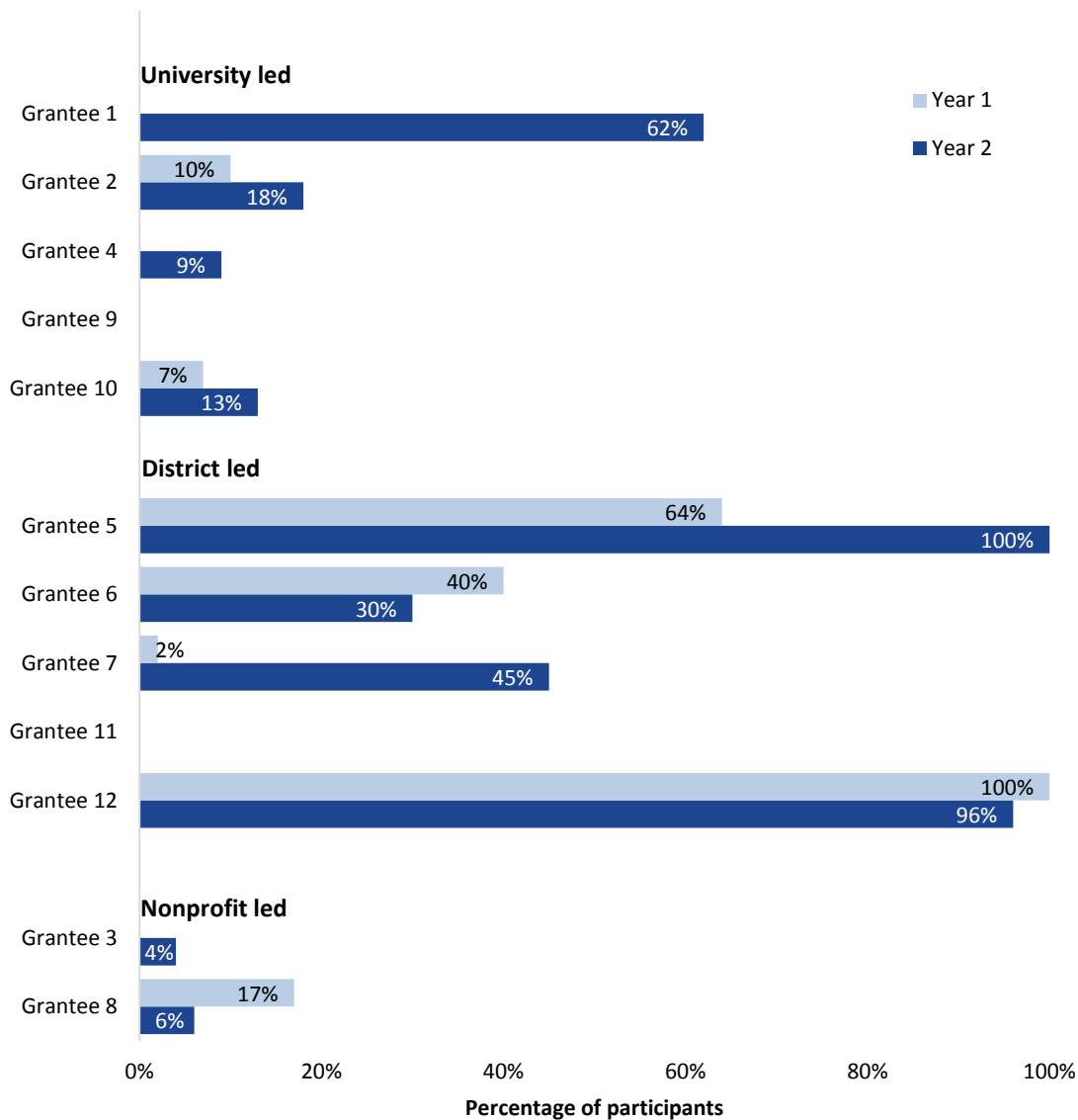


Exhibit reads: One university-led grantee placed 62 percent of participants in a SIG or SIG eligible school in year 2 of the grant.

Note: Missing data indicates that participants had not yet completed training as of the reporting date.
 Source: Year 1 and year 2 Annual Performance Reports, *GPRA* performance measure—placement (n=12).

The number of program completers placed in administrative positions depended on the number of vacancies. There tended to be fewer vacancies in small, rural districts, making it more difficult for program completers to find positions.

Most program completers in case study projects looked for positions within their districts but occasionally found positions in other districts because of a lack of vacancies. Similarly, some program completers were not able to find positions in turnaround schools and accepted positions in higher performing schools.

Graduates in one rural project found the lack of vacancies to be a particular barrier. At the time of the site visit, few program completers had found administrative positions. Participating districts had low turnover among principals and assistant principals. Most program completers were still teachers at their original school. One participating district worked to give graduates more leadership responsibilities in their schools; for example, making them part of the school leadership teams. The superintendent noted that “their principals rely very heavily on them and their input.” Participants and training partner staff also mentioned that their lack of administrative experience was a barrier. As one superintendent put it:

Two applied for assistant principal positions in our district. They did very well on their interview; however, we had another applicant who had experience, so the principal chose that person.

Four case study projects with pre-existing relationships among partners reported high placement rates; respondents attributed this to districts’ familiarity with the quality of program completers.

Two nonprofit-led grantees and two university-led grantees had longstanding relationships with participating districts. In three of these projects, districts relied on these programs to provide a pipeline of school administrators. Staff in two projects cited placement rates over 90 percent. A participating district in one of these projects had hired two aspiring leaders directly from their internship.

Case study respondents in six of seven projects reported that most placed program completers found positions as assistant principals.

Several district officials said that graduates were expected to work as assistant principals before becoming principals. One district official noted that “we actively look to them to step up into assistant principal positions as the first stepping stone.” The official acknowledged that the lead partner felt participants were being trained as principals and wanted them to go straight into principal positions. A training partner in another project echoed this sentiment:

What we say to them and to their mentor principal is that we are not training assistant principals; we are training principals. We want them to have access to all of the tools that will help them to be successful when they become a principal.

However, as one district official put it:

We don’t have a huge principal turnover. What we tend to have more of is assistant principal positions, and we tend to move people through the ranks. None of them have been assistant principals, so this gets them into an assistant principal [role] for a year or two, and then they can be ready for a principalship.

One urban district-led project focused on helping program completers find positions as principals and placed a majority of program completers in principal positions—about 60 percent. In another urban project, about a third of graduates found principal positions.

District partners rated experience and expertise with turnaround strategies as the most important factor when making placement decisions.

Because there were often not enough vacant principal positions for every program completer, districts relied on multiple factors in making placement choices. The most important factor when placing participants in vacant school leadership positions was experience/expertise with turnaround strategies (Exhibit 17).

Exhibit 17. Average rating of the importance of factors considered when making a placement decision, as reported by district partners with participants who were not already turnaround leaders

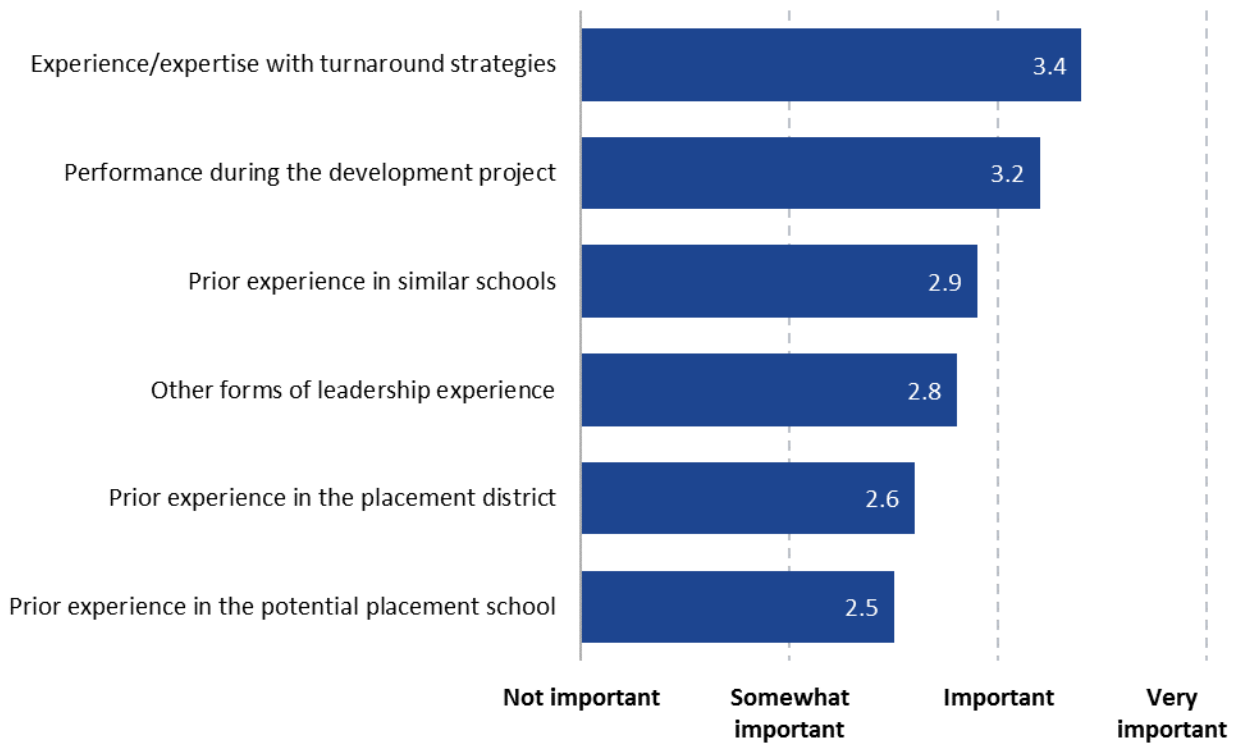


Exhibit reads: On a scale of 1 (not important) to 4 (very important), the average rating across all district partners with participants who were not already turnaround school leaders for experience or expertise with turnaround strategies was 3.4.

Source: District partner survey, item III-6 (n=17).

6. Conclusions

Although funding has ended for the TSLP, the work performed by the first cohort of grantees offers insights into the challenges and opportunities of preparing leaders for turnaround schools. TSLP grantees reported on the challenge and opportunity of preparing leaders for turnaround schools and in matching the supply of newly prepared leaders to the available vacancies in turnaround schools.

In many ways, the preparation and support provided aspiring turnaround leaders in these projects differed little from the literature on innovative general leadership preparation. What needs to be different about leadership preparation in the turnaround context is not yet clear from this set of leader preparation programs. What is clear is the important role partnerships played in the development and ongoing support of turnaround leaders in the TSLP grants. This study documented the ways joint ownership and involvement of school districts and training partners—whether institutions of higher education or nonprofits—can support the development of leaders for turnaround schools.

Identification and Recruitment

None of the study's respondents reported challenges in attracting candidates for the preparation programs funded by TSLP, using their professional expertise, processes, and judgment, as described in Chapter 3. Each of the case study sites reported multiple, multifaceted approaches to identifying and selecting who they thought were the *right* candidates. None reported difficulty filling their cohorts of aspiring school leaders.

Partnerships

Each of the projects, by design of the TSLP, involved partnerships between local school districts and either nonprofit organizations, institutions of higher education, or state education agencies. These partnerships relied on buy-in from each of the partners to the approach to leadership development embodied in the project. This often required near constant communication. On occasion, organizational and staff turnover within partner organizations led to challenges for projects. Each of the projects clearly delineated broad roles for each partner organization. Even in projects in which the school district was not the grantee, the needs of participating school districts were of paramount importance. Partners devoted time to planning upfront and worked toward ownership of the work on the part of each partner. University respondents noted the importance of forging ties between school leadership programs and school districts.

Preparing Turnaround Leaders

While each TSLP project sought to train leaders for turnaround schools, the methods used to train leaders reflected generally accepted approaches to training school leaders. Little explicit attention was paid across programs to the knowledge and skills thought to be required for turnaround schools. Projects shared several common features. They required clear standards on selection and the will to hold themselves to those set standards. Other common features included training aspiring leaders using a cohort model and relying heavily on residencies to provide job-embedded experiences to candidates. Project residencies involved an emphasis on frequent mentoring and coaching, with attention paid to the selection and training of mentors and coaches. Continued mentoring, coaching, and systems of support of new leaders extended beyond completion of the TSLP projects, often for a full year post

completion and in some cases beyond that. As one district observer noted, “To be a great leader in an urban school district, you need time. I think we throw people into the throes too quickly and we lose them.”

Building Pipelines of School Leaders

The TSLP projects studied exhibited challenges and successes in building pipelines of leaders for turnaround schools. Challenges faced by projects included staff and leadership turnover, real time program development, and matching the supply of turnaround leaders to labor market demands for turnaround leaders. Key staff, including project directors, and key partner leaders, such as district superintendents, left and were replaced during the course of the grants. This turnover created the need to rebuild trust between partners and with participants. Regardless of how projects structured themselves or their approach to developing turnaround leaders, matching the supply of turnaround leaders exiting programs to available turnaround leadership vacancies was rarely one-to-one. This was the case in both rural and urban projects. Developing leaders using cohort models such as the ones used by TSLP grantees will likely need to engage in careful vacancy forecasts and/or identify alternative post-training career opportunities. In future grant programs, the Department may want to consider the implications of training excess supply.

Despite these and other challenges, staff and project participants—that is, aspiring and future leaders of the nation’s turnaround schools—repeatedly and consistently expressed high levels of satisfaction with their experiences in TSLP-funded activities. Aspiring turnaround leaders found their training valuable and professionally satisfying, especially residency experiences, mentoring, and being part of a cohort of future turnaround leaders. Project partners expressed the hope to continue working together, even though funding was uncertain in most places at the time of this study’s data collection.

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Appendix A
Supplemental Exhibits

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Exhibit A-1. Number of grantees deriving competencies from various sources, as reported by project directors

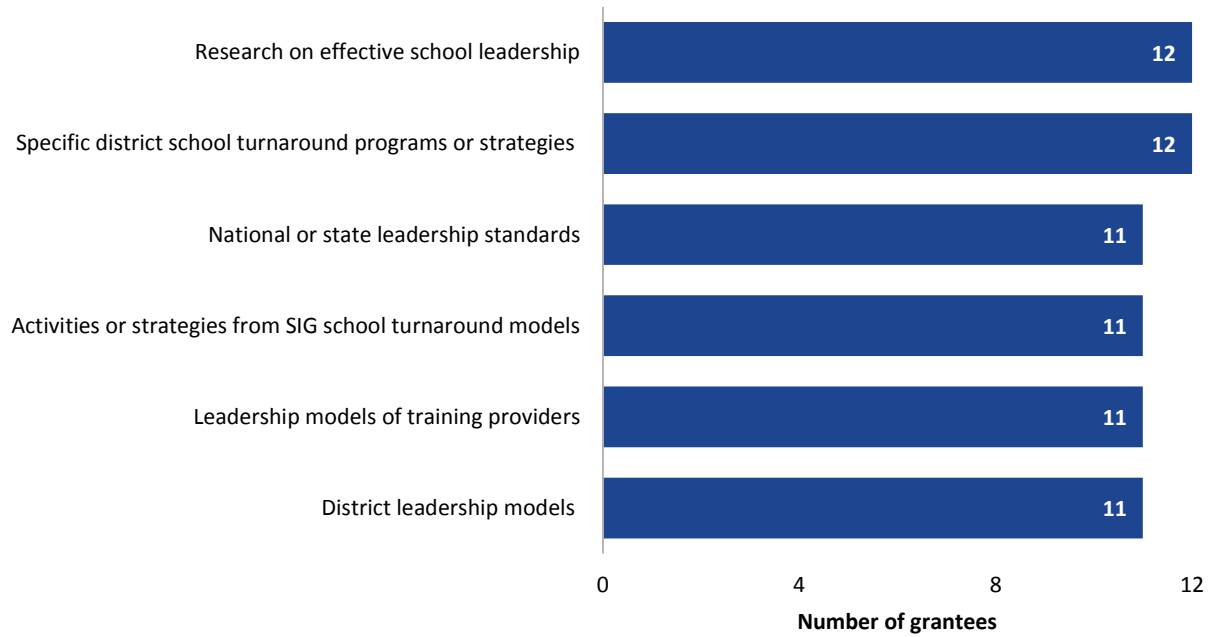


Exhibit reads: All 12 grantees reported deriving competencies from research on effective school leadership.

Source: Project director survey, item I-4 (n=12).

Exhibit A-2. Average expected months of duration of participation in turnaround leaders projects, as reported by project directors, by project leadership type

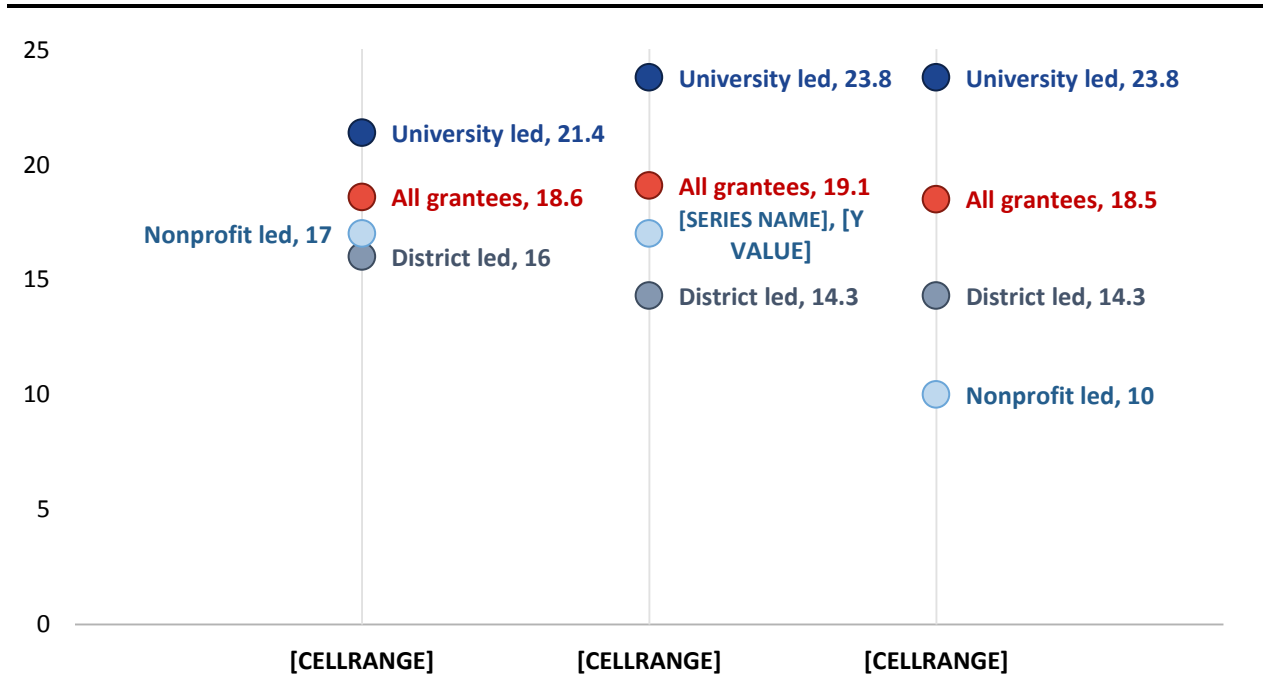


Exhibit reads: Among university-led projects, the average expected months of duration of participation in the turnaround leaders project was 21.4 for aspiring leaders, 23.8 for current leaders who were not at a turnaround school, and 23.8 for current leaders from turnaround schools.

Note: The number of respondents reporting on duration for aspiring school leaders was five for university-led projects, 11 for all projects, two for nonprofit-led projects, and four for district-led projects. The number of project directors reporting on current leaders who were not at turnaround schools was four for university-led projects, nine for all, two for nonprofit-led projects, and three for district-led projects. The corresponding numbers for current leaders from turnaround schools were four for university-led projects, eight for all, three for district-led projects, and one for nonprofit-led projects. Some projects did not have participants in all categories.

Source: Project director survey, item I-9 (n=12).

Exhibit A-3. Relative training time spent on various topics across all grantees, as reported by project directors

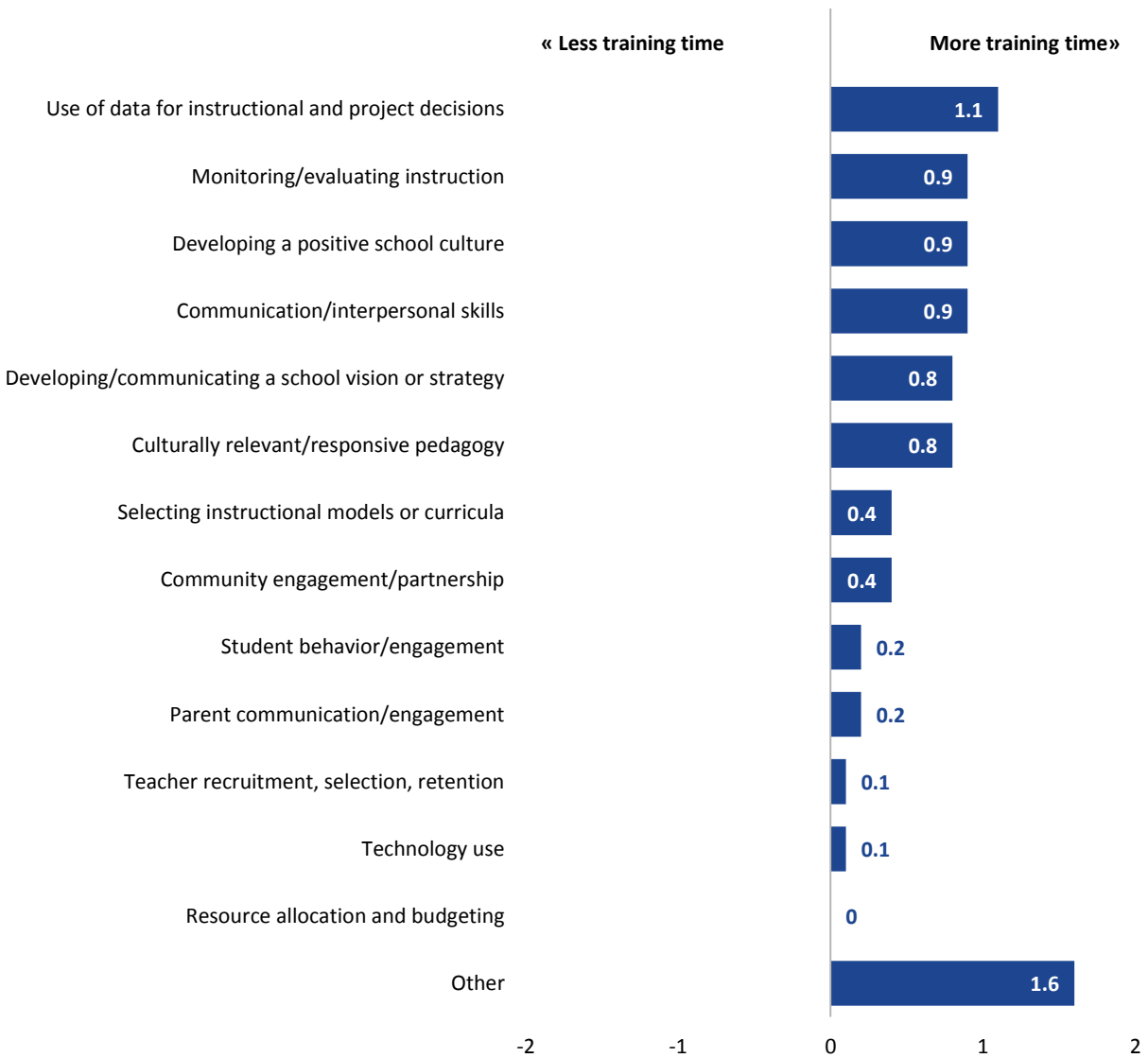


Exhibit reads: On a scale of -2 (much less than most other topics) to 2 (much more than most other topics), grantees used somewhat more training time on the use of data for instructional and project decisions relative to other topics (average value of 1.1).

Note: Four project directors listed seven other topics between them: closing achievement gaps, leading/facilitating adult learning, leadership development, school law, organizational change, continuous improvement through collaborative inquiry cycles, and collaboration among schools

Source: Project director survey, item I-12 (n=12).

Exhibit A-4. Relative training time spent on various topics, by project leadership type, as reported by project directors

	University led (n=5)	District led (n=4)	Nonprofit led (n=2)
Use of data for instructional and project decisions	1.0	1.3	1.0
Monitoring/evaluating instruction	1.0	0.8	1.0
Developing a positive school culture	1.4	0.3	1.0
Communication/interpersonal skills	0.8	1.0	1.0
Developing/communicating a school vision or strategy	1.0	0.5	1.0
Culturally relevant/responsive pedagogy	0.8	0.8	1.0
Selecting instructional models or curricula	0.6	0.3	0.0
Community engagement/partnership	0.4	0.3	0.5
Student behavior/engagement	-0.4	0.0	0.5
Parent communication/engagement	0.0	0.3	0.5
Teacher recruitment, selection, retention	-0.2	0.0	1.0
Technology use	0.4	-0.3	0.0
Resource allocation and budgeting	-0.4	0.7	0.0

Exhibit reads: On a scale of -2 (much less than most other topics) to 2 (much more than most other topics), university-led projects (five of five project directors responding) spent more training time on the use of data for instructional and project decisions relative to other topics (average value of 1.0). District-led projects (four of five project directors responding) also spend relatively more training time (1.3) as did nonprofit-led projects (1.0) (two of two project directors responding).

Source: Project director survey, item I-12.

Exhibit A-5. Percentage of grantees including university graduate coursework as part of leader preparation, as reported by project directors, by project leadership type

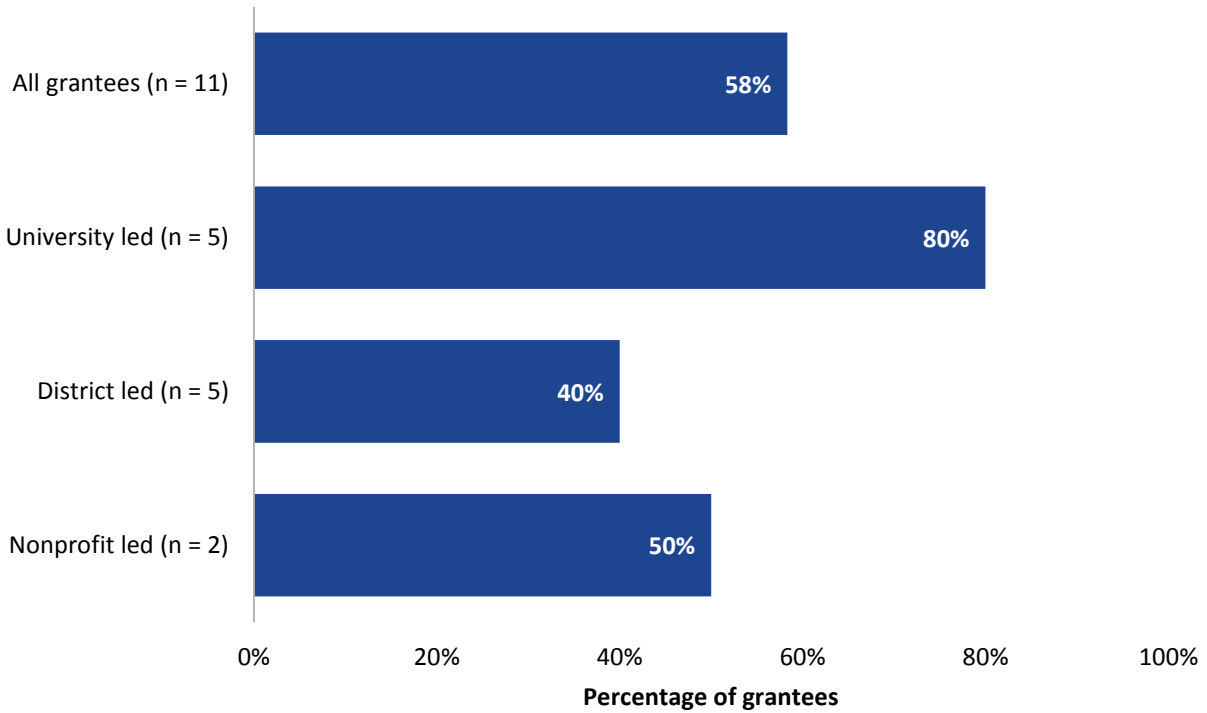


Exhibit reads: Fifty-eight percent of all grantees for which project directors responded to this question (11 grantees) included university graduate coursework as part of leader preparation.

Source: Project director survey, item I-13.

Exhibit A-6. Number of grantees in which one or more of the training partners reported using various learning strategies

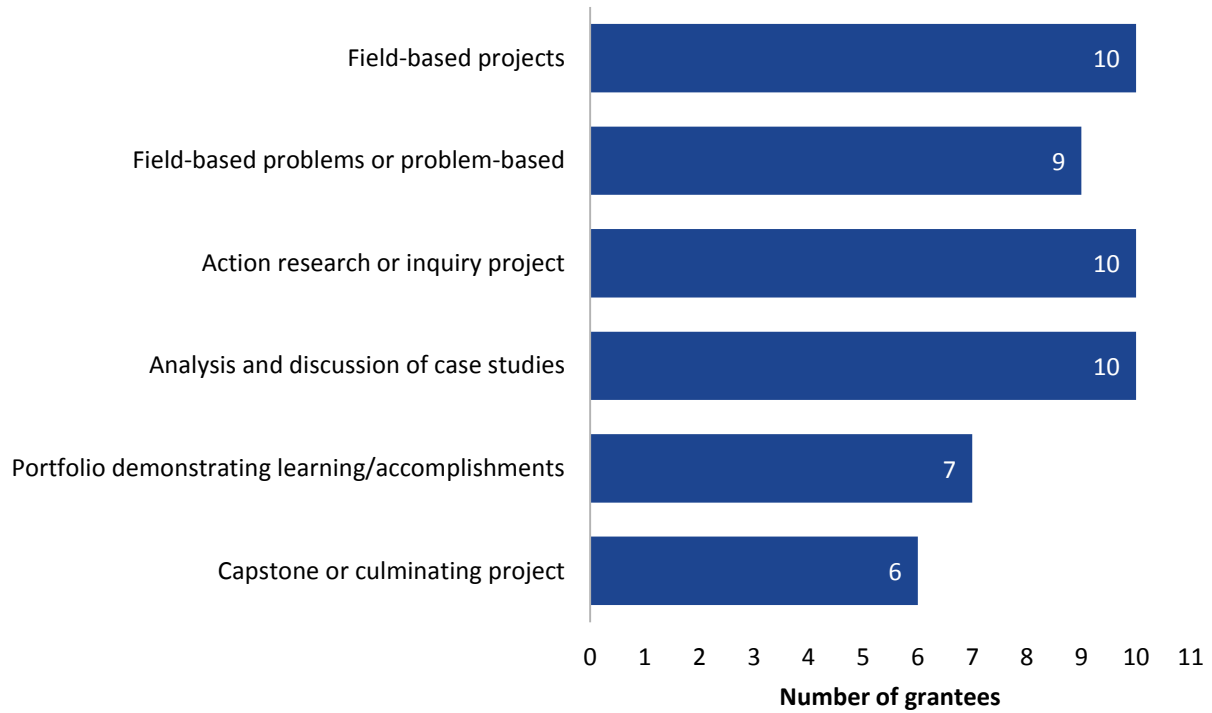


Exhibit reads: Ten grantees had one or more training partners reporting the use of field-based projects a learning practice or instructional strategy.

Source: Training partner survey, items III-5, III-6 (n=20).

Exhibit A-7. Number of grantees in which aspiring leaders participate in supervised internship or residency, as reported by project directors, by length and location of residency

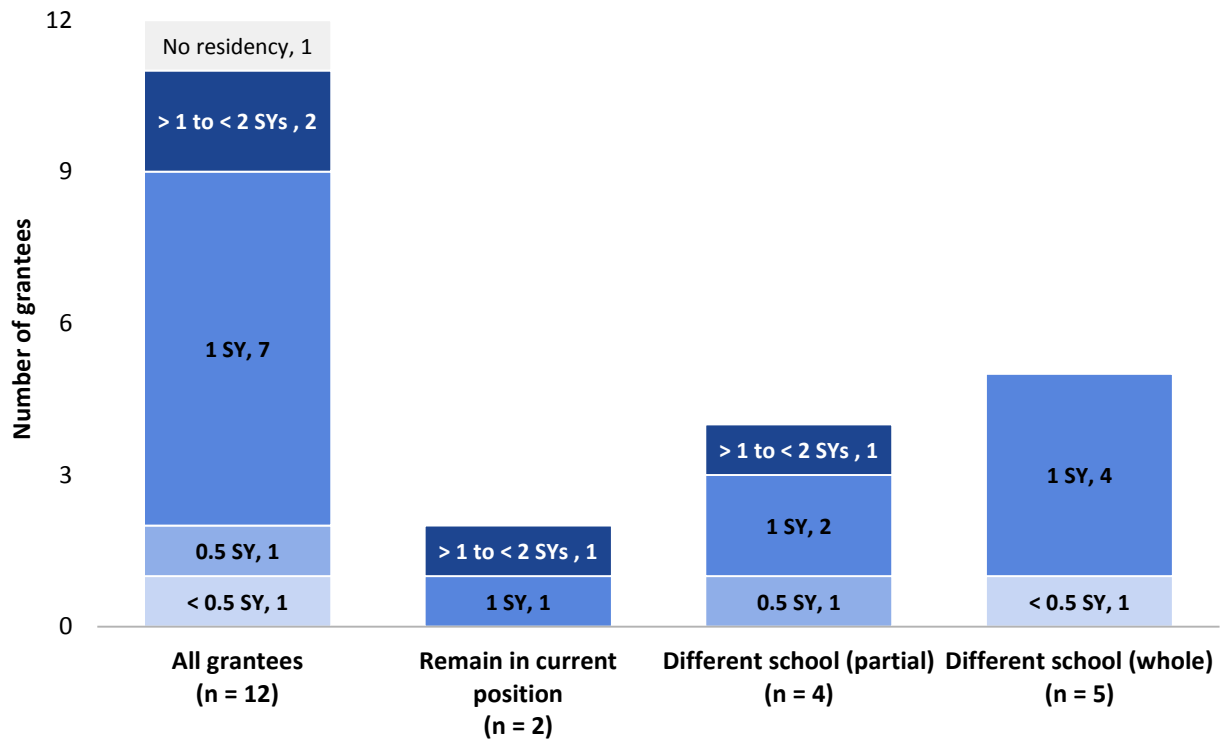


Exhibit reads: Across all grantees (12 grantees), one grantee reported that aspiring leaders participate in a supervised internship or residency lasting less than half a school year (SY), one grantee reported that aspiring leaders participate in a supervised internship or residency lasting half a SY, seven grantees reported that aspiring leaders participate in a supervised internship or residency lasting one SY, and two grantees reported that aspiring leaders participate in a supervised internship or residency lasting between one but less than two SYs. One grantee reported that aspiring leaders do not participate in a supervised internship or residency.

Source: Project director survey, item I-16, I-17.

Exhibit A-8. Percentage of grantees with selected characteristics of residency programs, as reported by project directors

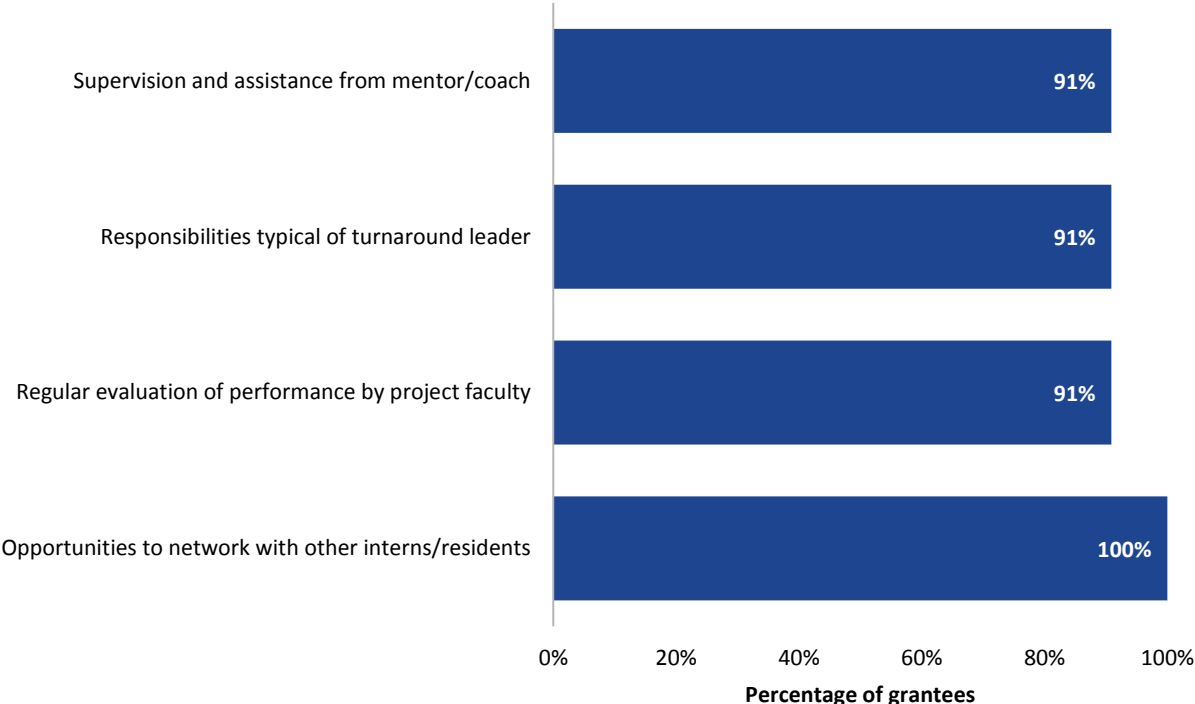


Exhibit reads: Across all grantees with residency programs (11 grantees), 91 percent reported that the residency included supervision and assistance from a mentor or coach.

Source: Project director survey, item I-18 (n=12).

Exhibit A-9. Percentage of grantees reporting expected frequencies of interactions of mentors/coaches with residents/interns, as reported by project directors, by project leadership type

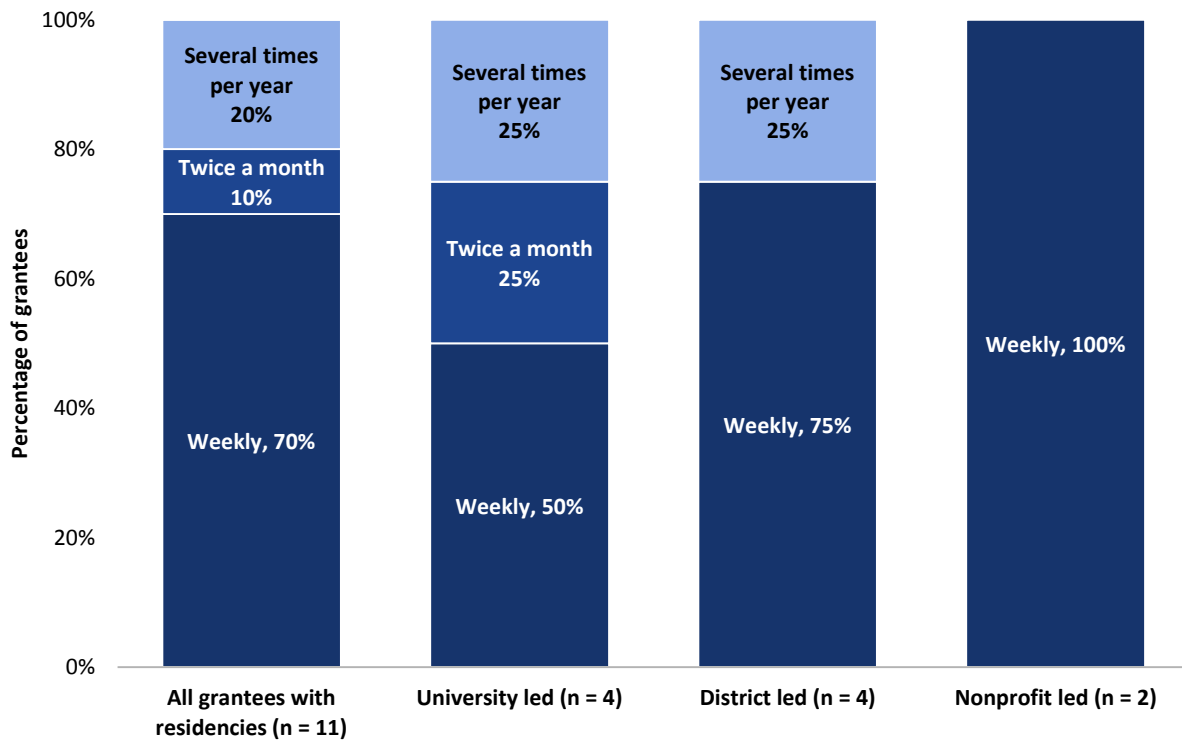


Exhibit reads: Across all grantees with residencies (10 of 12 project directors reporting), 64 percent indicated the expected frequency of interactions of mentors/coaches with residents/interns was weekly. Nine percent indicated the expected frequency was twice a month, 18 percent indicated several times per year, and 9 percent did not provide a response.

Source: Project director survey, item I-19.

Exhibit A-10. Number of grantees in which school staff were involved in the placement of program completers, as reported by project directors

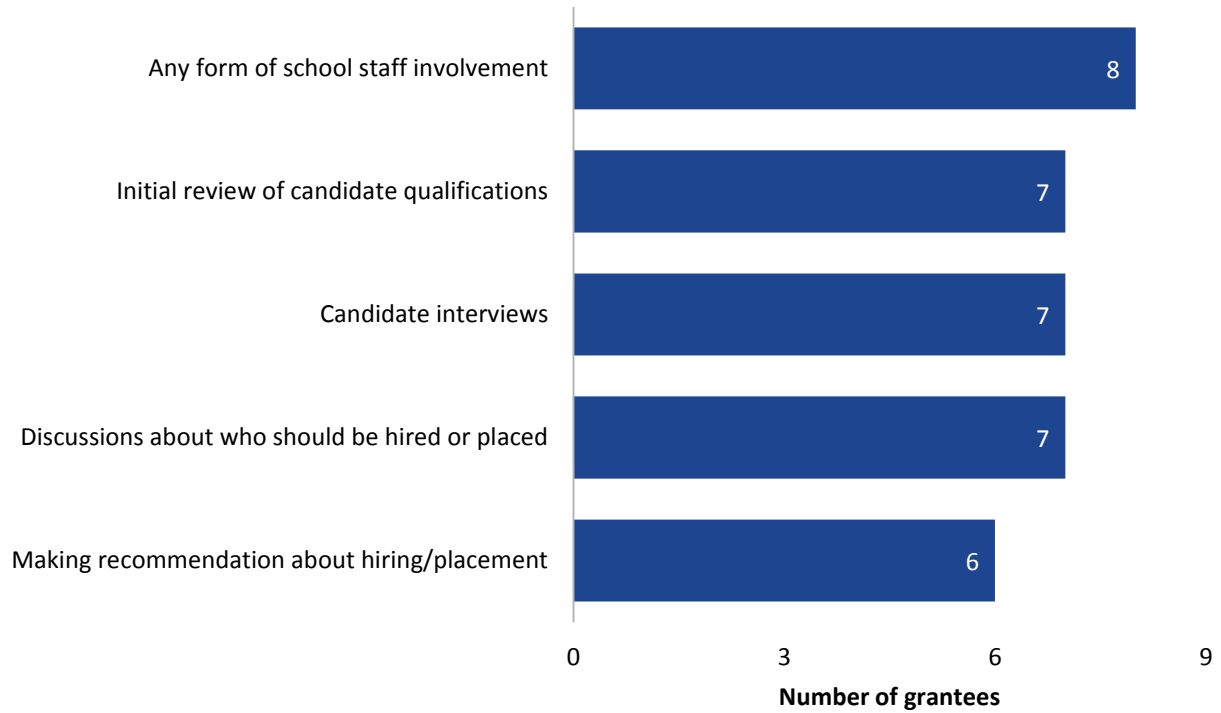


Exhibit reads: District partners in eight out of nine grantees reported that school staff were involved in the placement of program completers.

Source: District partner survey, item III-5 (n=24).

Exhibit A-11. Number of projects in which training partners had a role in placing turnaround leaders who complete TSLP training, as reported by training partners

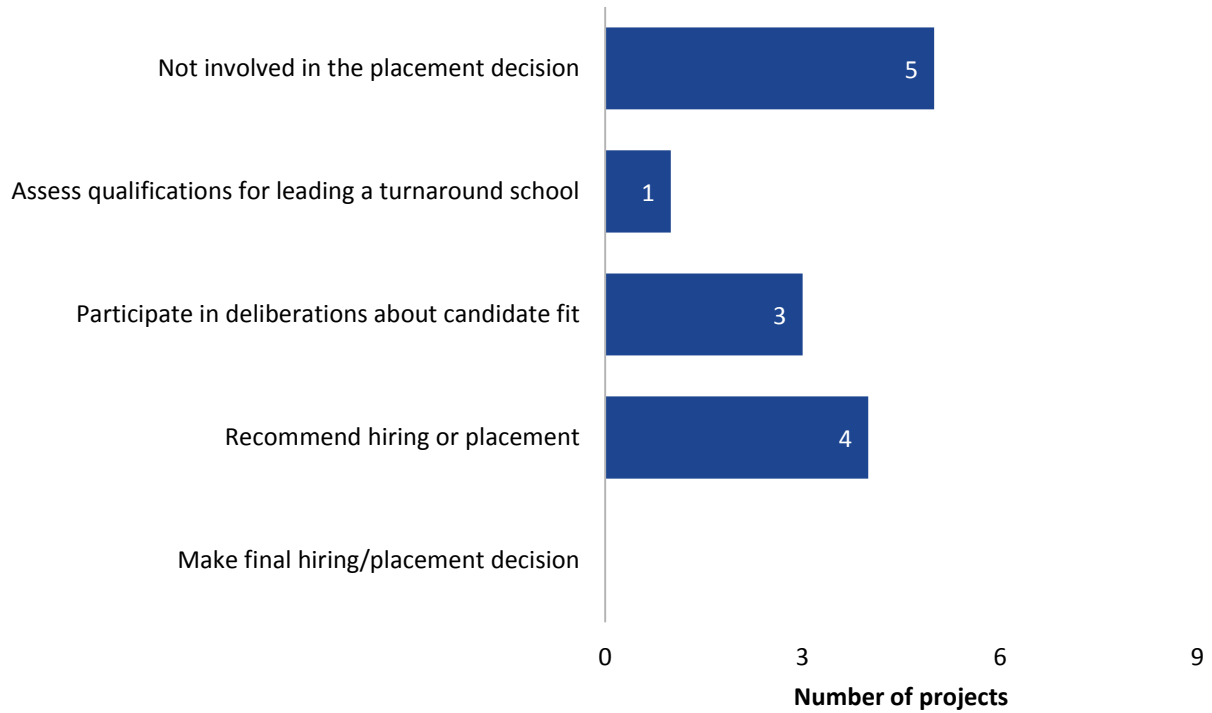


Exhibit reads: Five grantees (out of nine with participants who were not already turnaround school leaders) reported that training partners were not involved in the placement decision.

Source: Training partner survey, item III-8 (n=21).

Exhibit A-12. Number of projects in which project director or district partner indicated that incentives are provided for placed leaders

Practice/strategy	Project director reported incentive (n=12)	One or more district reported incentive (n=23)	Either PD or one or more district reported incentive
A one-time bonus upon being placed or hired as a leader	1	3	3
A special salary increase for taking a job as a turnaround leader	3	4	4
A retention bonus or stipend after each year of leading a turnaround school	2	1	2
A performance-based bonus or stipend similar to that for which other school leaders in the district would be eligible	2	2	4
A performance-based bonus or stipend specifically for leaders of turnaround schools	2	2	4
Other	1	-	1
Any financial incentive	5	5	7
Any non-financial incentive	1	2	3

Exhibit reads: One project director reported providing a one-time bonus upon being placed or hired as a turnaround leader; in three projects, one or more district partners reported such a bonus; and in three projects, either the project director or one or more district partners reported such a bonus.

Source: Project director survey, item I-27; district partner survey, item III-8.

Exhibit A-13. Number of projects providing support to participants after they complete the program and are placed as turnaround leaders, as reported by project directors, by project leadership type

Type of support	All grantees (n=12)	University led (n=5)	District led (n=5)	Nonprofit led (n=2)
Assistance with individual professional development planning	12	5	5	2
Periodic group meetings or seminars with other turnaround leaders	11	4	5	2
Assistance with work products like school improvement plans, budgets	11	4	5	2
Individual mentoring or coaching	11	5	5	1

Exhibit reads: Twelve out of 12 grantees reported providing support in the form of assistance with individual professional development planning to participants after they complete the program and are placed as turnaround leaders, including five of five university-led projects, five of five district-led projects, and two of two nonprofit-led projects.

Source: Project director survey, item I-25.

Exhibit A-14. Duration of mentoring or coaching provided to placed leaders for projects providing mentoring/coaching to placed leaders, as reported by project directors, by project leadership type

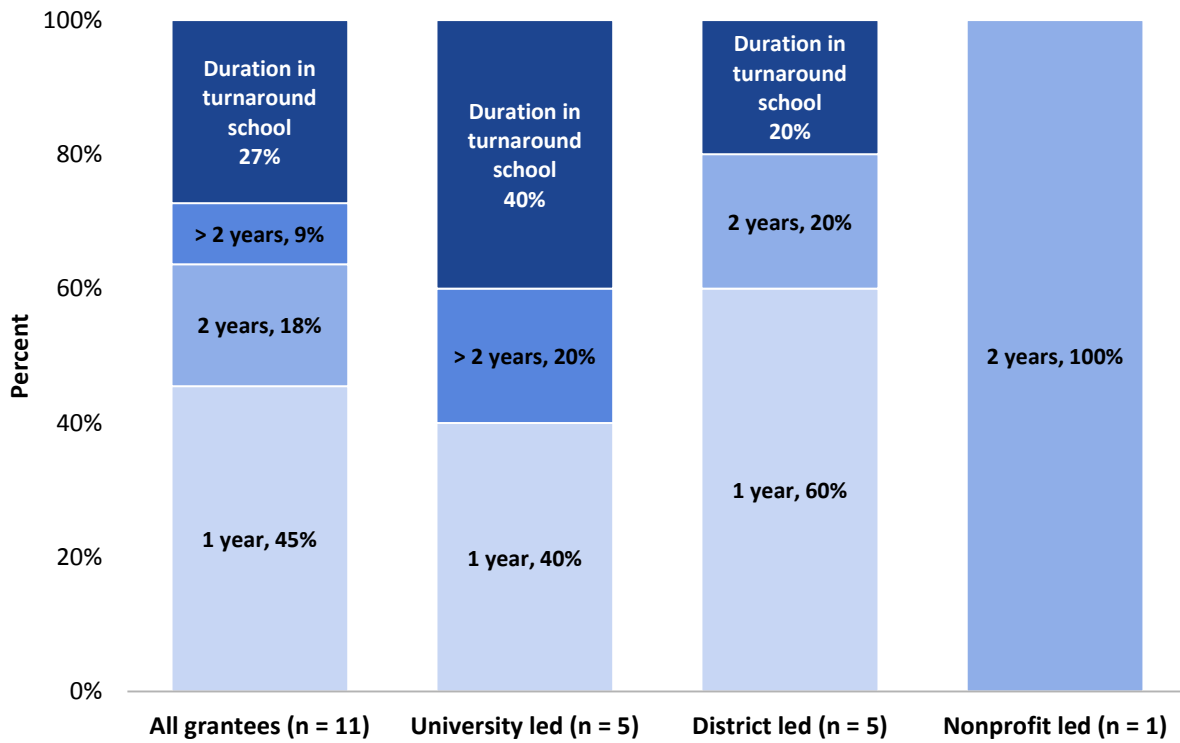


Exhibit reads: Out of 11 grantees providing mentoring or coaching to placed leaders, 45 percent reported providing one year of mentoring or coaching to placed leaders, while 18 percent reported providing two years, 9 percent reported providing more than two years, and 27 percent reported providing mentoring or coaching for the duration the leader remained in the school.

Source: Project director survey, item I-25.

Exhibit A-15. Expected frequency of interactions between mentors/coaches and placed leaders, as reported by project directors, by project leadership type

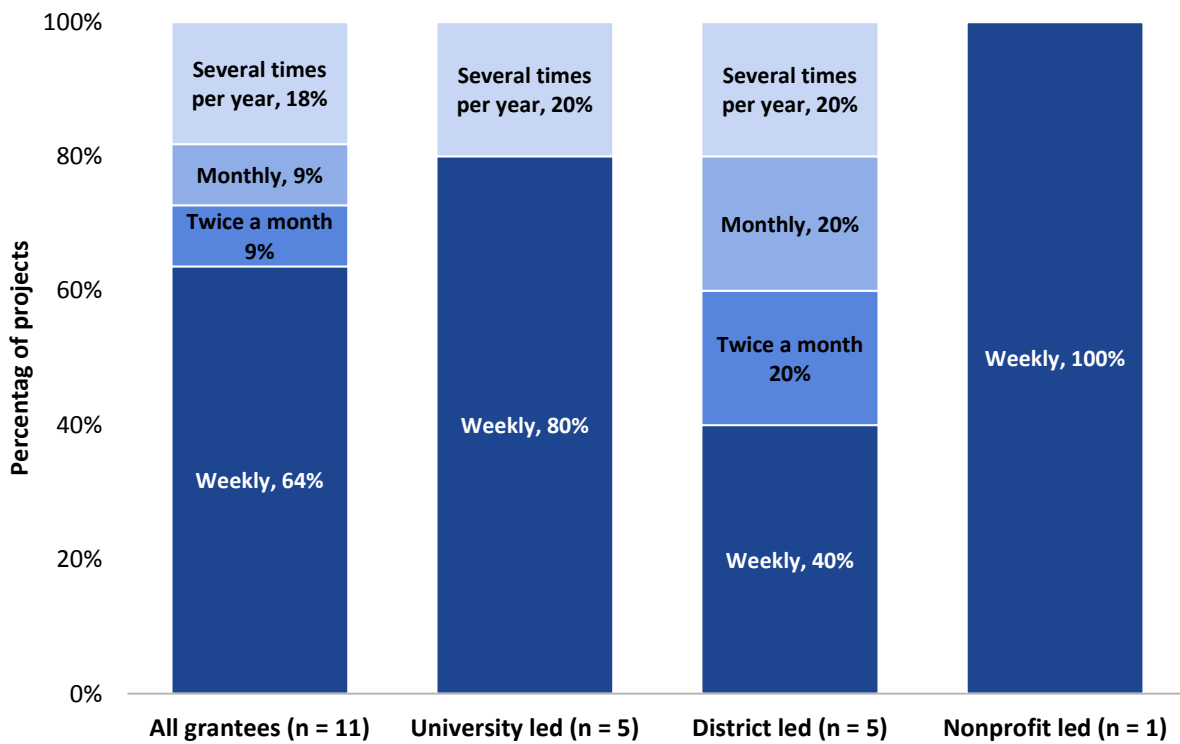


Exhibit reads: Out of 11 grantees providing mentoring or coaching to placed leaders, 64 percent indicated the expected frequency of interactions between mentors/coaches and placed leaders was weekly. Nine percent reported an expected frequency of twice a month, 9 percent reported monthly, and 18 percent reported several times per year.

Source: Project director survey, item I-26.

Exhibit A-16. Percentage of district partners reporting additional supports or resources to turnaround schools

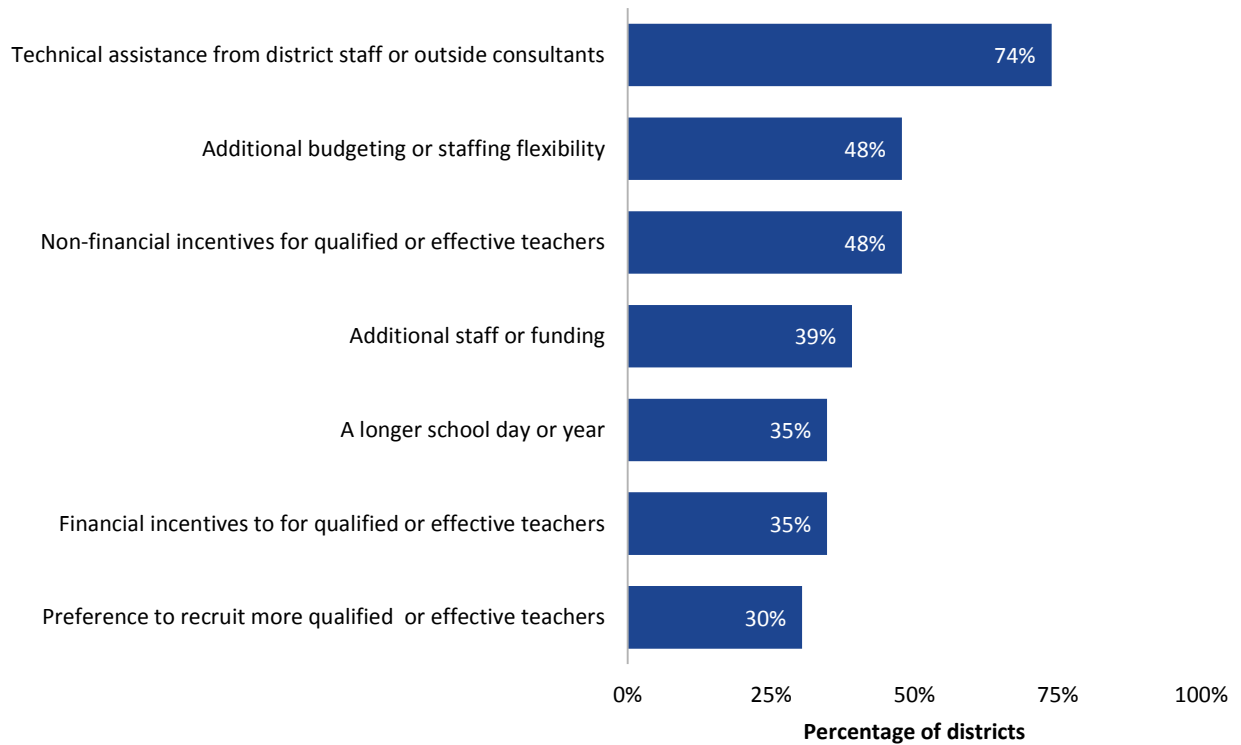


Exhibit reads: Of the participating districts that responded, 74 percent reported providing technical assistance from district staff or outside consultants to turnaround schools.

Source: District partner survey, item III-12 (n=23).

Exhibit A-17. Percentage of grantees by portion of tuition or fee paid by participants, as reported by project directors, by project leadership type

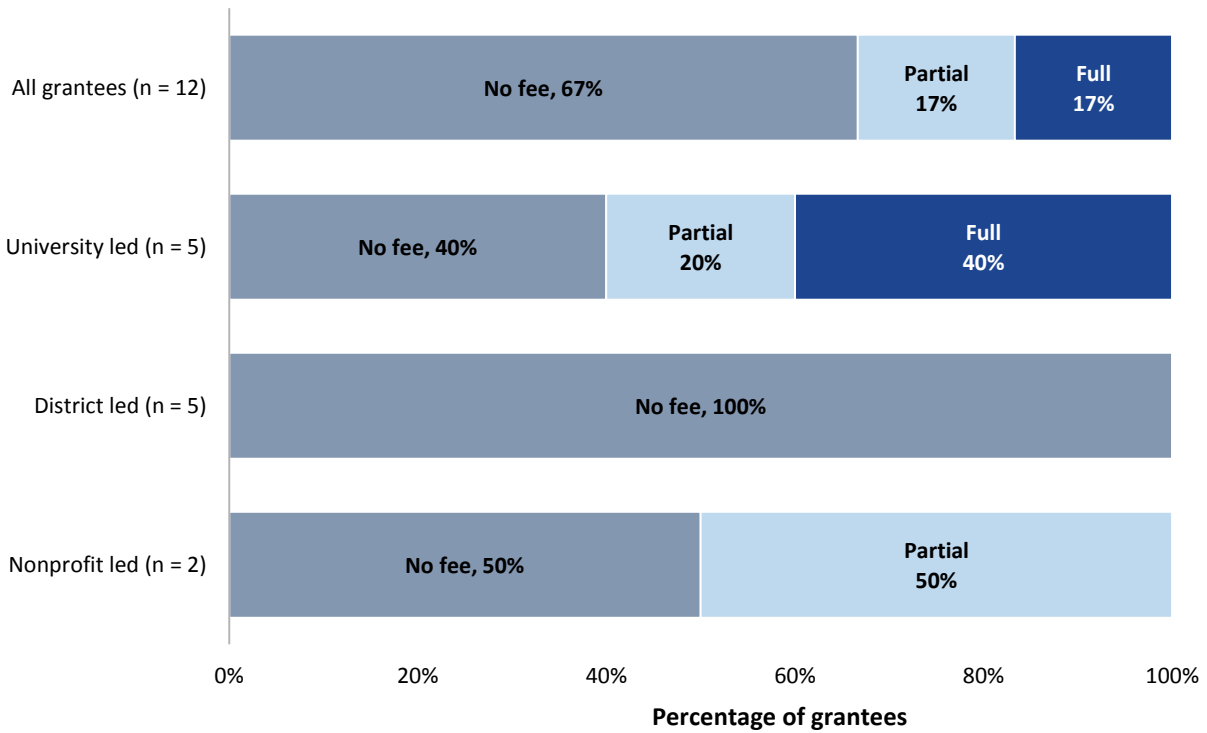


Exhibit reads: Out of 12 grantees, 67 percent did not require participants to pay any tuition or fees.

Source: Project director survey, item I-11.

Exhibit A-18. Number of grantees where partners report changes in projects, as reported by project directors, district partners, and training partners

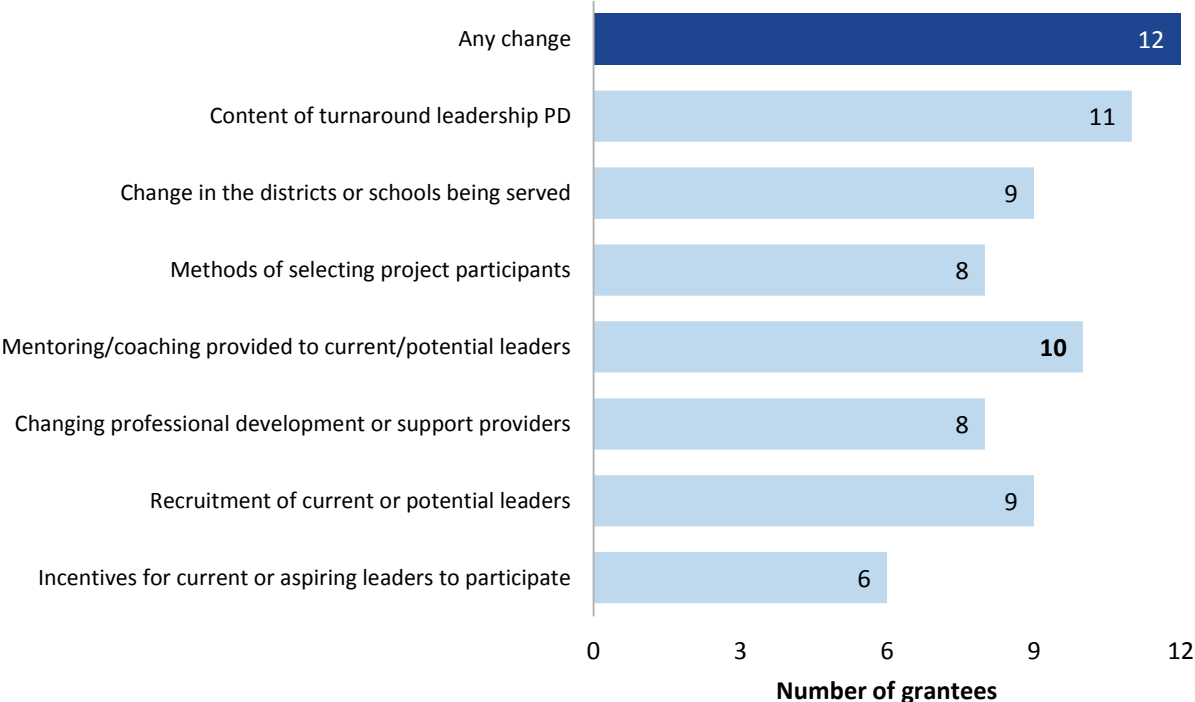


Exhibit reads: All 12 grantees reported at least some change in their project.

Source: Project director survey, item III-3, district partner survey, item II-1, and training partner survey, item II-1.

Exhibit A-19. Number of grantees citing main or contributing factors to changes in the content of professional development, as reported by project directors

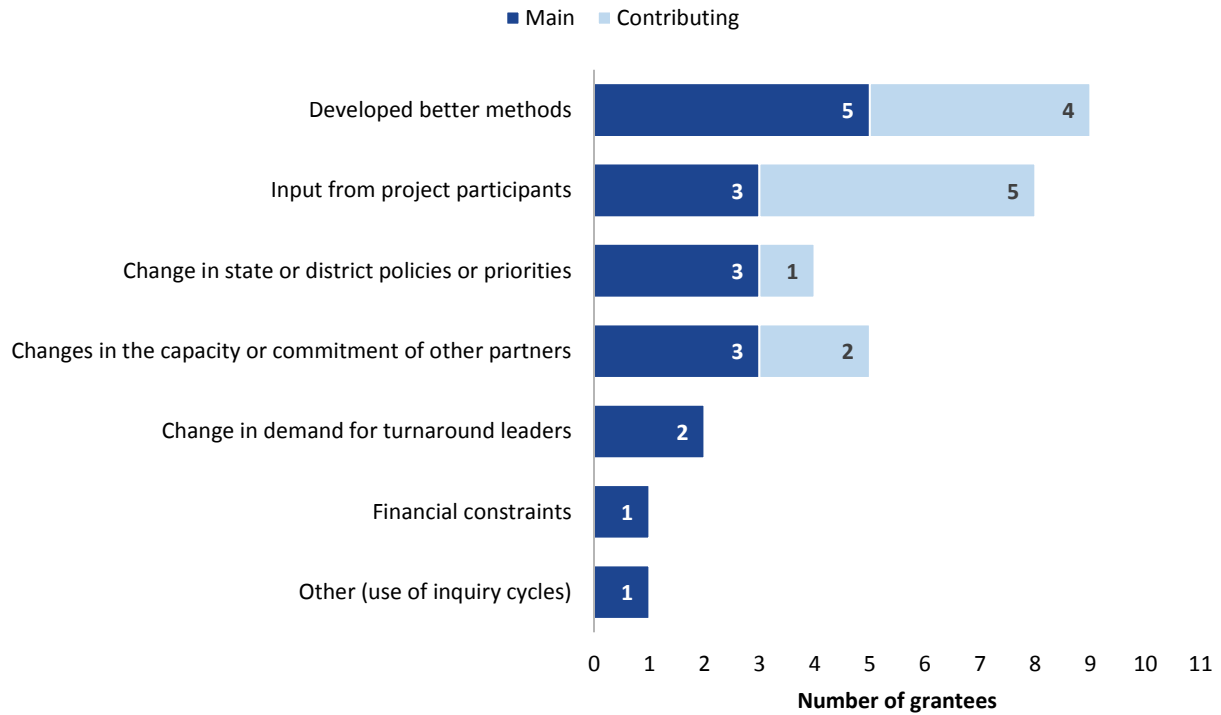


Exhibit reads: Out of 11 grantees reporting changes in the content of professional development, five cited developing better methods as the main factor. Four cited developing better methods as a contributing factor.

Source: Project director survey, item III-3 (n=12).

Exhibit A-20. Number of projects using locally developed metrics other than *GPRA* measures to measure project success, as reported by project directors

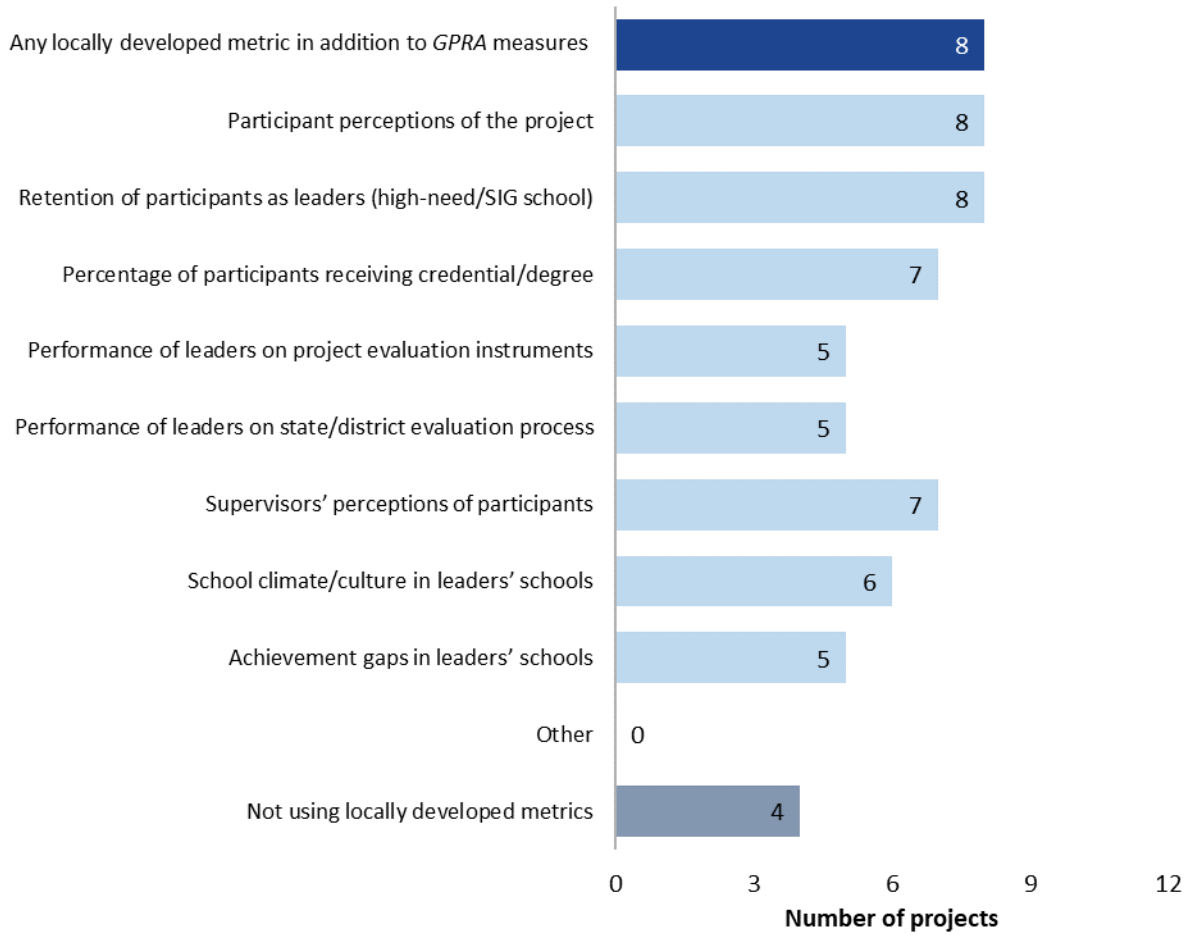


Exhibit reads: Eight out of 12 grantees reported using locally developed metrics to measure project success.

Source: Project director survey, item IV-1, IV-2 (n=12).

Exhibit A-21. Percentage of grantees reporting staff involved in analyzing and summarizing project performance data, as reported by project directors, by project leadership type

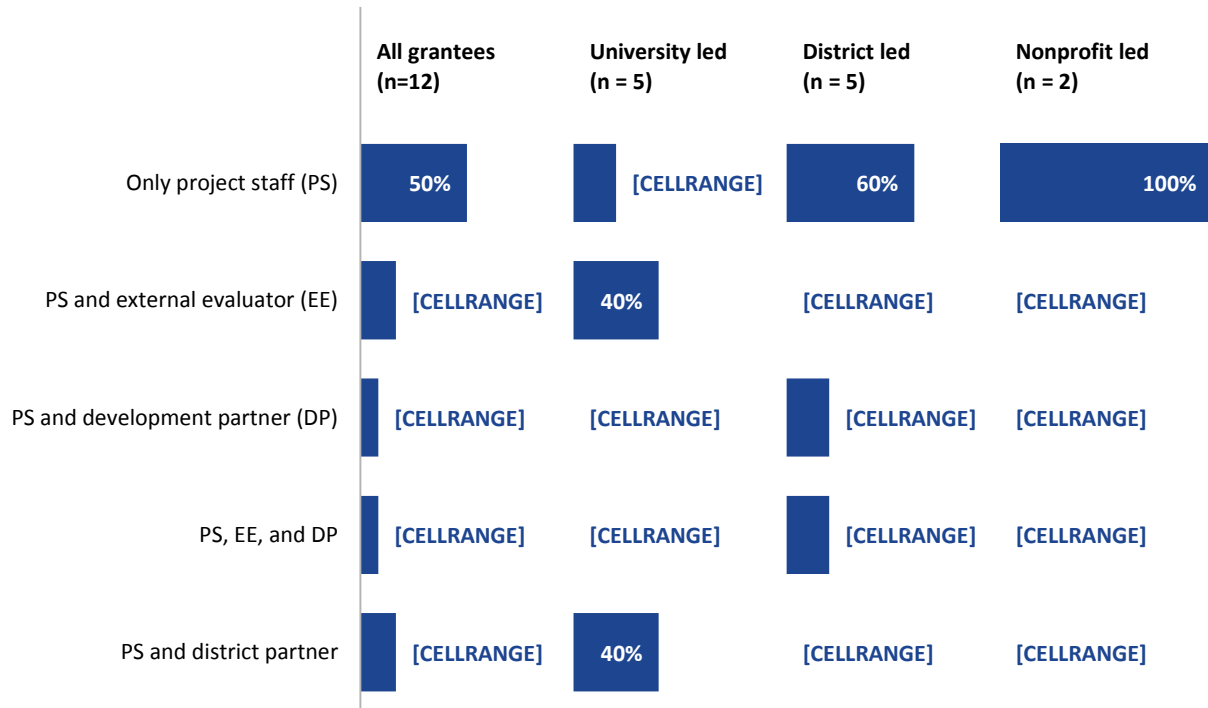


Exhibit reads: Half of the 12 grantees reported that only project staff were involved in analyzing and summarizing project performance data. Twenty percent of university led grantees, 60 percent of district led grantees, and all nonprofit-led grantees reported the same.

Source: Project director survey, item IV-1, IV-2.

Exhibit A-22. Number of projects where partners from other organizations are unsure or do not expect future work with other partners on preparing turnaround leaders after the end of the grant

Further cooperation uncertain or not expected	University led (n=5)	District led (n=5)	Nonprofit led (n=1)
One or more training partner unsure of future cooperation or does not expect future cooperation	NA	4	1
One or more district partner unsure of future cooperation or does not expect future cooperation	5	NA	1

NA = Not applicable

Exhibit reads: Four of the five district-led projects had one or more training partners that were unsure or did not expect future work with other partners on preparing turnaround leaders after the end of the grant. For the one nonprofit-led grant for which an district partner or training partner responded, at least one of these partners were unsure or did not expect future work with the others.

Source: District partner survey, item II-2; Training partner survey, item II-2.

Appendix B
Case Study Profiles

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Alabama Department of Education

Project Structure

Project Alabama Consortium for Turnaround (PACT) was designed to focus on several rural districts across the state. The goals were to build a pool of principal candidates focused on turnaround leadership and to work with current school administrators to improve school environments and outcomes.

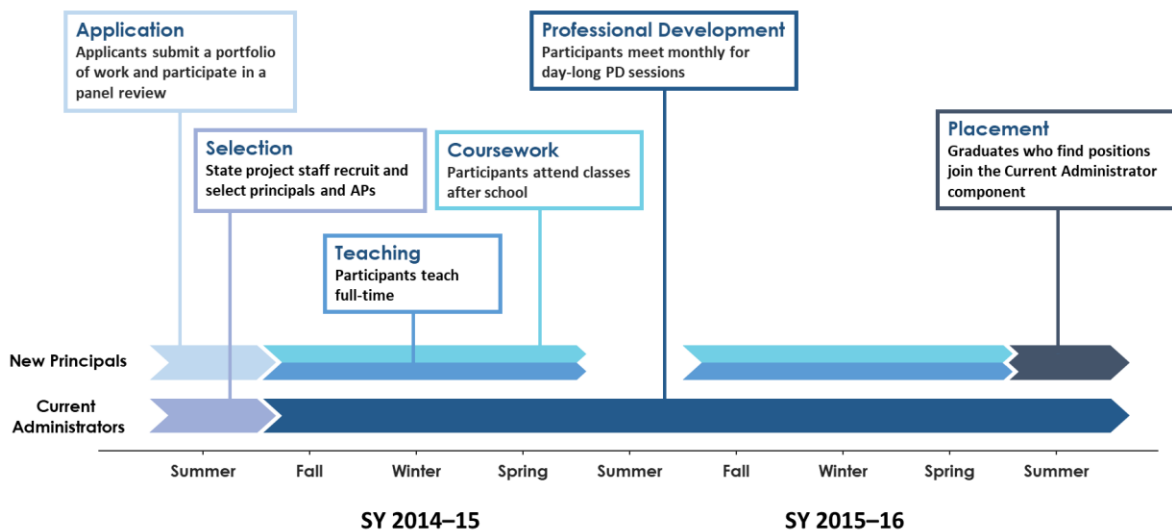
Lead agency: State
Urbanicity: Rural
Number of districts: 11
Number of teacher participants: 32
Number of administrator participants: 15
Award amount: \$1,985,289

The project consisted of two components:

- The new principal component, in which 32 aspiring leaders participated in an 18-month master’s degree program at one of three universities in the state.
- The currently licensed principal component, which provided monthly professional development to 15 assistant principals and principals from School Improvement Grant (SIG) or SIG-eligible schools.

The State Department of Education partnered with seven rural school districts, three universities (Auburn University, the University of Alabama, and Sanford University), and Edwards Educational Services.

Participant Timeline



Identification of Potential Leaders

New principal component: The three partner universities—Auburn University, the University of Alabama, and Sanford University—had the primary responsibility of identifying and recruiting participants. Each university worked with a group of the targeted districts and sent information about the program to principals in the targeted schools. Principals then sent information, primarily through email, either to all teachers or those they identified as a good fit for the program. Applicants attended an information

session, submitted a portfolio of work, and participated in a panel interview. The universities made the final decisions; district staff often participated in the interviews.

Current administrator component: State project staff were responsible for recruiting and selecting participants. They recruited principals and assistant principals in the Principal Leadership Network—a state-created network developed to support leaders in school improvement priority schools. Successful applicants then received permission from their districts to participate in the program.

Pre-Service Development and Training

New principal component: During the 18-month master’s program, participants worked full time in their regular teaching jobs and attended classes mostly after school. The universities modified their curricula for the grant to include a greater focus on the needs of rural schools. This included providing participants with principal mentors throughout, as well as increasing emphasis on local politics, securing grant funds, relationship building, and quality of life issues in small, isolated communities. The program included a minimum 10-day residency. The residency days occurred throughout the 18-month period. Each semester, participants would shadow a principal in another school, gaining exposure to both elementary and secondary schools. Participants received feedback from professors and their mentors throughout.

Current administrator component: Participants met monthly for day-long professional development sessions. Edwards Educational Services delivered the professional development sessions, which were based on ISLLC standards. In addition to the monthly sessions, Edwards also provided participants with informal ongoing mentoring through phone calls or visits to participants’ schools.

Placement and Ongoing Support

New principal component: Graduates of the program needed to pass the Praxis and were then listed in a state database of potential school leaders. Graduates who found positions as administrators joined the current administrator component and took part in the monthly professional development sessions. Many participants maintained informal contact with university staff and mentors following graduation.

Current administrator component: Professional development and support lasted the duration of the grant.

Use of Partnerships

The partnership did not exist prior to the grant. The universities initiated the grant. They saw the grant as a good opportunity and approached the State Department of Education. The universities had the primary responsibility for the new principal component. They divided the target districts among them based on geography and worked with the districts to recruit participants. The universities were responsible for the curriculum and training.

The State Department was the lead organization, served as the coordinator of the partnership, and took the lead on recruiting participants for the current administrator component. The State Department also worked closely with Edwards Educational Services to schedule and host the monthly professional development for current leaders.

Districts helped identify and select participants for the new principal component. Districts also provided feedback to the universities and Edwards Educational Services about district needs.

Sustainability and Leadership Pipeline

The formal PACT partnership for both programs will not continue beyond the grant, but some aspects of the project will endure. The three universities will keep the mentoring component of their educational leadership programs. One of the participating districts has plans to revive its principal preparation program. The State Department also plans to add elements of the program to its SIG work.

Baltimore New Leaders

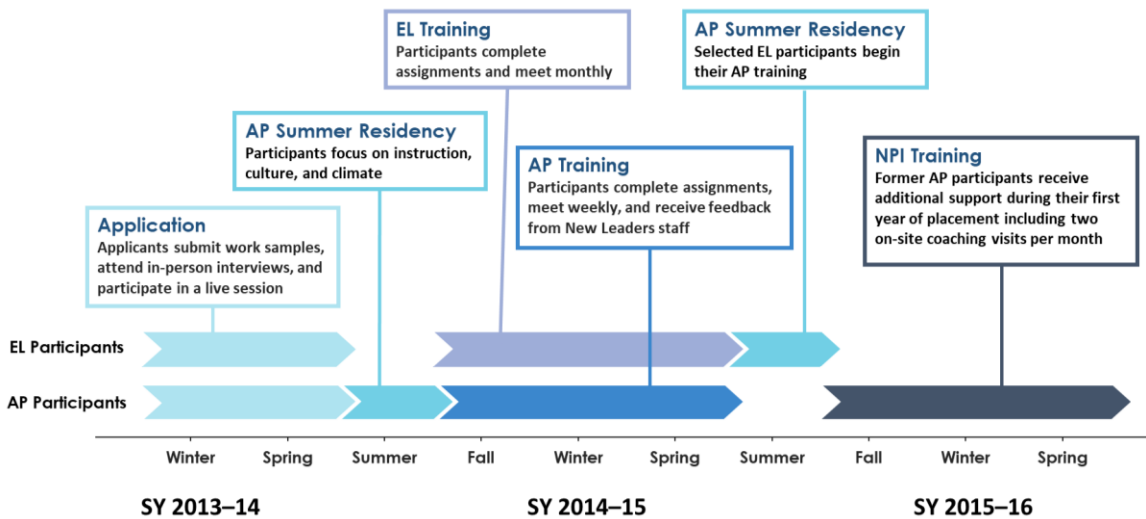
Project Structure

The Turnaround School Leaders Program (TSLP) grant provided support for New Leaders’ long-standing partnership with Baltimore City Public Schools (New Leaders began working with the district in 2005). The TSLP grant supported each of the three New Leaders projects operating in the district:

Lead agency: Nonprofit
Urbanicity: Urban
Number of districts: 1
Number of teacher participants: 62 (13 Aspiring Leaders; 49 Teacher Leaders)
Number of administrator participants: 44
Award amount: \$1,500,000.00

- Emerging Leaders (EL)—current school-based staff who are potentially interested in becoming principals. Participants apply to participate in a year-long program in which they work in their current jobs on a specific problem of practice focused on building their leadership abilities.
- Aspiring Principals (AP)—a one-year principal residency whereby selected applicants work with mentor principals in existing schools and continue to complete specific New Leaders assignments. Participants receive the regular salary of an assistant principal, which is shared by the school and the school district with each paying 50 percent of salary and benefits.
- New Principal Induction (NPI)—successful completers of the Aspiring Principals who are placed as principals in district schools and receive additional support during the first year of work.

Participant Timeline



The goal of the entire portfolio of services is to improve the capacity of current and future principals to serve as effective instructional leaders in the Baltimore City setting. The grant did not change the core content of the existing New Leaders’ program but did increase its focus on placing program completers in turnaround schools.

Identification of Potential Leaders

The TSLP strategy represented a continuation of the regular New Leaders program. Applicants to both the EL and AP program submitted an online application to participate. Word-of-mouth and prior experience with former New Leaders graduates served as the key means for encouraging prospective applicants to apply, supporting the identification of a racially and ethnically diverse cohort of promising leaders. Applicants for both programs submitted work samples and participated in an in-person interview and a live session to demonstrate their instructional and leadership skills. Most current AP participants are selected from successful completers of the EL program. Completers of the AP program are eligible to apply to be a principal via the district's Assessment Center process. All principal applicants participate in the same process, although New Leaders participants may be given some preference.

Pre-Service Development and Training

Participants in both the EL and AP programs participate in a year-long training process. Their training is grounded in the New Leaders-developed *Urban Excellence Framework*,¹ which includes seven competencies for a successful school leader. Participants in each of the programs work on building competencies in these areas throughout the school year, with EL participants focused on working with a small group of teachers and AP participants focused more globally on overall school operation and management. The AP process begins during the summer with the summer residency program. Participants focus on instruction, culture, and climate. During the school year, participants meet every two weeks for a day to discuss and review their work in schools, and are also responsible for completing assignments. During the course of the school year, participants reported receiving support from other cohort members and working directly with a New Leaders coach and the mentor principal of their assigned school. AP participants get weekly feedback from the New Leaders staff person. New Leaders provides AP completers with assistance throughout the principal application process, including facilitating mock interviews with New Leaders staff.

During the school year EL participants met monthly for 4½ hours to discuss their work and were also required to complete assignments. Monthly group sessions were preceded by a web-based session that provided an overview of the discussion topics for the monthly sessions. The focus of their training was on developing and supporting teams of teachers, managing data analysis, and implementing targeted improvement efforts. Participants were in regular contact with the assigned New Leaders staff person (who also regularly visited schools) throughout the year and had three formal learning meetings throughout the year. Participants were judged throughout the year, and based on their final assessment using New Leaders rubrics, may be offered a seat in the AP program.

During their first year of placement as a school leader, former AP participants took part in NPI. The focus of NPI training and support was on further building their capacity to support high-quality implementation of Common Core standards and successful implementation of the data-driven improvement cycle. They received two on-site coaching visits each month; the first was targeted to a specific need, and the second primarily followed up on what was identified in the prior visit.

Use of Partnerships

¹ In recognition of the fact that New Leaders now partners with high-need districts and charter management organizations from rural to urban areas and develops leaders at all levels of the system—from teacher leaders to principals and their supervisors—they refreshed the *Urban Excellence Framework* and renamed it the *Transformational Leadership Framework* in 2016.

The district's leadership strategy is still developing. The New Leaders' focus on developing strong instructional leaders overlaps significantly with district priority focus areas for school principals. The Chief of Schools emphasized the need for principals to be able to coach teachers to the next level. This was a focus for all schools, not just turnaround schools. With low levels of achievement throughout the district, the general focus is on building the capacity of all school leaders. The New Leaders partnership plays a big role in this process. The Chief of Schools noted that the New Leaders completers could be placed in more established schools, which would allow the district to move effective, established principals into turnaround schools. As the district begins to play a more involved role with New Leaders, they are also focused more closely on developing a long-term leadership pipeline. The goal is to be able to identify potential prospects three years out and move them through the New Leaders process (including a potential earlier program for high-potential staff who need to improve instructionally before enrolling in the EL program).

Until the 2015–16 school year, the work was defined in two-year Memorandum of Understandings (MOUs). The most recent MOU was for three years. Within the last year the district began playing a more hands-on role in determining who gets to participate in the program and in the placement process for completers of the AP program. The Chief of Schools noted that the district wants to play a more direct role in ensuring that placed school leaders are the correct fit for the selected school. New Leaders was the lead partner in selecting participants, delivering the content, and providing support to participants in each of the three programs. For the 2017–18 school year, the district asked that New Leaders incorporate existing high school assistant principals in its cohort of AP. This arrangement will assist district efforts to transform the role of assistant principals. The district is also planning on playing a more significant role in selecting participants for the EL program, an area of operation that has previously been managed by New Leaders.

Sustainability and Leadership Pipeline

The Baltimore partnership with New Leaders has been a critical component of supplying principals to lead the district for more than 10 years. In addition, the partnership has supported Baltimore's commitment to building its internal capacity to develop and enact a comprehensive leadership strategy, and the district plans to continue this work in the future. Recently, the district has begun playing an even more active role in working with New Leaders to ensure that program completers have the priority skill sets necessary for success in district schools. Beginning in 2017–18, the district requested that existing high school assistant principals participate in New Leaders activities, a marked change from previous years of operation. This change will allow the district the opportunity to develop the skills of existing staff who are familiar with the operation of district schools but may need additional training in becoming effective instructional leaders.

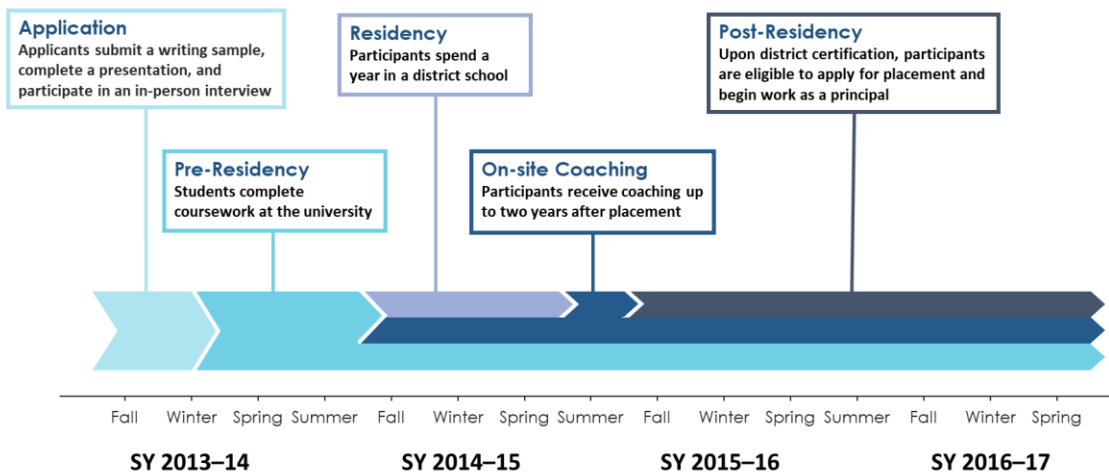
University of Illinois-Chicago

Project Structure

The University of Illinois Chicago (UIC), Urban Education Leadership program is structured as a three-year doctoral program that combines academic study with focused clinical practice in Chicago Public Schools (CPS). The program unfolds in three broad phases (pre-residency, residency, and post-residency). Students begin the program during the second semester of the school year with coursework (pre-residency); serve a year-long residency in a district school; and upon approval through the district’s principal certification process are eligible to apply for placement as a district principal (post-residency). Participating students pay all tuition and fees. During the residency and first two years as a school leader, participants continue coursework at the university and receive on-site coaching support from one of the program’s coaches. Coursework focuses on instructional leadership, organizational leadership, and practitioner inquiry. Upon placement as a principal or assistant principal, program participants receive up to two years of additional coaching. Students earn the doctoral degree after completing the *capstone project*, which is a case study of leadership and management of the change process, and which is grounded in an in-depth analysis of data generated as a result of the student’s work as a school leader. The cohort model undergirds the UIC project and serves as key component of the project as all students who enter the project move through all phases of the program as a group and serve as a source of support for each other both within and across cohorts.

Lead agency: University
Urbanicity: Urban
Number of districts: 1
Number of teacher participants: 33
Number of administrator participants: 8
Award amount: \$1,969,898

Participant Timeline



Identification of Potential Leaders

The program used both word-of-mouth and active recruitment of potential students to apply for admission into the school's doctoral program. Applicants must have already earned a master's degree and have had a strong instructional background, including evidence of instructional leadership, for admission. Prospective students participated in an in-person interview, submitted a writing sample, and completed a presentation and a portfolio demonstrating their instructional abilities as part of the admissions process. The program recently lifted its requirement for minimum GRE scores as part of the application process.

Pre-Service Development and Training

The UIC leadership program provided both academic and clinical training to students with a focus on developing students into instructional leaders who could successfully lead improvement efforts in low-performing schools. The academic program for participants was highly scripted, with all students in a cohort participating in the same sequence of courses that targeted instructional leadership, organizational leadership, and practitioner inquiry. Students must have completed a total of 80 hours of coursework to complete all degree requirements.

Course content focused on topics such as how to address issues of race, gender, and class; communicating effectively; and using data to inform instructional improvement. The program employed two full-time coaches to provide targeted, tailored support to program participants. The coaches provided weekly feedback for participants throughout the residency and during the two years after placement as a school leader. Coaches were selected based on their proven record of success as teachers in and leaders of turnaround schools. Coaches visited schools to work with participants weekly, and during the residency phase, met jointly with the student and the mentor principal (triad meeting) to discuss progress in developing key leadership competencies approximately three times each year. During the triad meetings, participants set the agenda and provided a report on the progress they had made to date. CPS paid the full salary and benefits for students selected to serve as resident principals.

Use of Partnerships

UIC relies heavily on its partnership with the CPS to shape the clinical and academic training of new school leaders to meet the needs of students enrolled in the district. According to the program director, a guiding principal of the partnership, which began in the early 2000s, was that UIC would play a lead role in developing effective school leaders who would later, in turn, become network chiefs (principal supervisors). In this way, the partnership would help develop the district's "bench" of effective leaders. Staff from UIC leverage its close relationship with the district to guide improvements made to the content of academic courses and the types of coaching support participants received. Research supported by the TSLP grant highlighted that program graduates struggled to effectively lead schools that were characterized by high levels of student mobility, high levels of student truancy, and high rates of student homelessness. As a result, the program is working on developing better training and supports that will enable students to lead improvement efforts in these types of school contexts.

Sustainability and Leadership Pipeline

The TSLP served as an opportunity for UIC to better hone its focus on preparing program graduates to be effective leaders in low-performing, turnaround school settings. Key changes made to program design included the addition of triad meetings (meetings between the coach, mentor principal, and student) during the residency to ensure that students were developing the needed skills; and an increased focus on being successful in the most challenging school contexts. The TSLP grant also led the program to think about ways to improve post-residency support provided to students during their first years of placement as a school leader. The grant allowed UIC the opportunity to increase the focus of

coursework in the first two years after placement on helping students develop the practical skills needed to be an effective instructional and organizational leader. Additionally, the grant allowed UIC to develop a better understanding of the ways in which the program was not successful in developing program graduates to be successful in all school settings and to better develop and support graduates serving in a range of school settings. UIC staff also provided professional development to non-UIC district principals upon request of the district, and worked with mentor principals during the residency as needed to help them develop a better understanding of the UIC model for school leadership. The school district relied on its partnership with UIC to serve as a key developer of its school leaders and has no plans to discontinue the project in the future.

Center for Leadership and Educational Equity (CLEE)

Project Structure

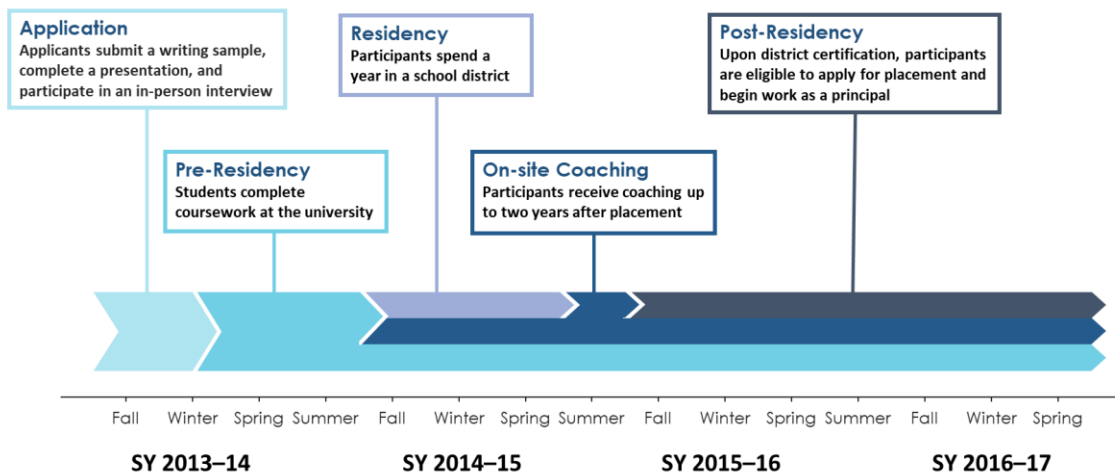
CLEE, a Rhode Island-based nonprofit that operates leadership training and professional development programs, partnered with two Rhode Island school districts—Providence and Central Falls—for the TSLP grant. CLEE’s work has focused solely on Rhode Island, and its mission is to “provide leaders with professional learning and support to create equitable outcomes for students.” The organization is well known in the state and had prior relationships with both districts. The primary goal of the grant is to promote educational equity through transformational school leadership.

Lead agency: Nonprofit
Urbanicity: Urban
Number of districts: 2
Number of teacher participants: 96
Number of administrator participants: 35
Award amount: \$1,633,952

The grant enabled CLEE to leverage two existing programs—the Principal Residency Network (PRN) and the Learning Leader Network. The first is typically a 12-month residency-based administrator certification program. The second is an ongoing professional development program for school and teacher leaders. The grant funded fellowships for PRN participants in two cohorts and funded the Learning Leader Network training for members of school leadership teams in targeted schools.

During the first year of the grant, CLEE, in collaboration with the two districts, conducted an extensive literature review and developed a set of transformational leadership competencies and hiring tools for targeted schools. CLEE mapped these competencies to the current state leadership competencies, which were aligned with national (ISLLC) standards. The competencies are organized into six domains: mission, vision, goals; learning and teaching; organizational systems; community and family partnerships; ethics and integrity; and equity in educational systems. These competencies undergird all the components of the grant.

Participant Timeline



Identification of Potential Leaders

Principal Residency Network. The school districts distributed PRN information, and candidates and their current principal (who served as a mentor in the program) applied together as a pair. Aspiring principals had to have a master's degree. PRN candidates and mentor principals both completed applications with essays and recommendations and participated in a joint interview. Districts had to approve the applications. One of the districts required applicants to interview with the district during the application period.

Learning Leader Network. For this network, CLEE relied on principals to identify teachers and staff they believed would benefit from leadership development training. The school teams included administrators and teachers.

Pre-Service Development and Training

Principal Residency Network. The 12-month residency lasted from June to June. Aspiring principals spent the residency in their current schools but were required to devote no more than 25 percent of the time in direct service to students. Throughout the residency, participants worked closely with mentor principals. The residency included 12 to 13 day-long meetings with cohort members at CLEE; mentor principals participated in fewer than half of these. Training included required reading; writing papers; reflections on practice; regular meetings with mentor principals; visits to other schools representing a variety of demographics, grade levels, size, and programs; plus standards-based assessments. Participants compiled portfolios of work and undertook an action research project to increase equity in their school. CLEE provided each participant with an advisor/coach who made periodic visits to their school, gave ongoing feedback, and assessed all the candidate's work.

Learning Leader Network. Professional development for the school leadership teams included four 5- to 6-day initial training sessions or institutes over the course of the grant, three networking sessions each year, and regular coaching visits to the schools. During the training sessions, participants analyzed school data, practiced using CLEE data and dialogue protocols to facilitate meetings, and drafted and received peer feedback on strategies for school plans. CLEE staff used the coaching visits to observe and model practices for leadership teams.

Placement and Ongoing Support

The partners expected that PRN participants would apply for leadership positions within their districts. CLEE provided informal ongoing support to participants who transitioned into an administrator position. During training, PRN participants were required by CLEE to join the CLEE statewide critical feedback network. Participants still had access to this network after they completed the program, as well as continued access to both their mentors and advisors. CLEE staff also reported that several participants who became administrators were placed in schools in which CLEE runs its school leadership team training, which provided former participants with continued support from CLEE. CLEE recently received a grant to run an induction program and will use that as first-year support for former participants. In Central Falls, first-year administrators have mentors who work at the district office.

Use of Partnerships

CLEE leveraged existing relationships with the districts to implement their grant. CLEE collaborated with both districts to design the grant and develop the leadership competencies. CLEE operated both the PRN and Learning Leader Network in close collaboration with the districts. The partnership, referred to as the consortium, met every two months to discuss the program. The districts played a key role in identifying and selecting participants.

Sustainability and Leadership Pipeline

CLEE will continue to operate the Principal Residency Network and Learning Leader Network and will continue to work with both districts. CLEE expects that they may be able to use leftover funds to offer programming that could address the specific needs of each district. Central Falls has relied on the PRN to build its pool of potential administrators. In the near term, the district will focus on strengthening its school leadership teams with the support of CLEE. The grant has prompted Providence to focus on its leadership preparation and pipeline.

Cleveland Metropolitan School District

Project Structure

Cleveland Metropolitan School District (CMSD) is implementing an aspiring principal program that is based on locally adopted New York City Leadership Academy’s (NYCLA’s) leadership competencies and includes three primary phases—summer intensive (5 weeks), residency (11 months), and transition (one year of coaching)—to develop an urban turnaround leaders. This is a district-led project with support coming from the training partner—NYCLA. NYCLA initially provided the program structure and training but over the course of the grant, gradually released responsibility to CMSD for all aspects of the program, including selection process of aspiring leaders, leading summer intensive for aspiring leaders, and training mentors and coaches. CMSD will continue the program next year without formal support from NYCLA.

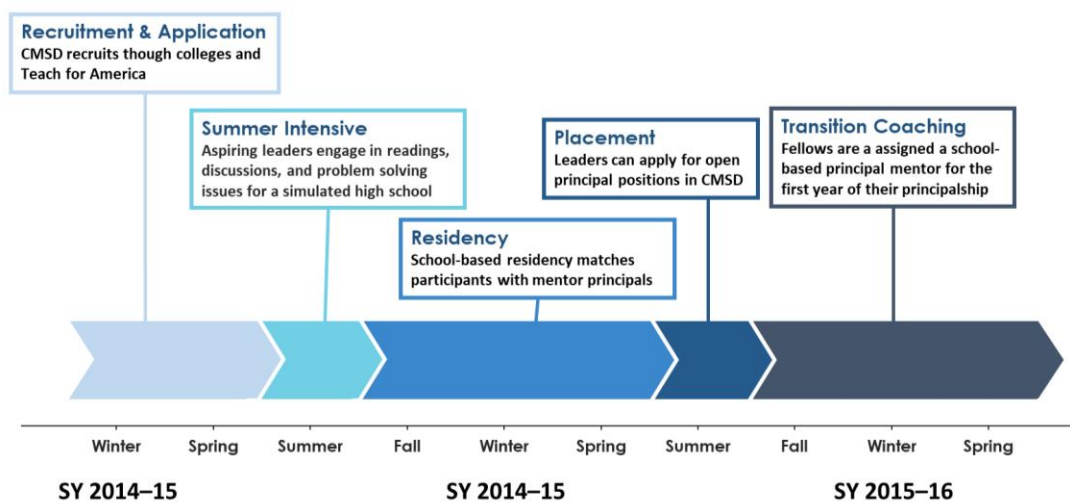
Lead agency: District
Urbanicity: Urban
Number of districts: 1
Number of teacher participants: 2
Number of administrator participants: 28
Award amount: \$794,595.00

NYCLA initially provided the program structure and training but over the course of the grant, gradually released responsibility to CMSD for all aspects of the program, including selection process of aspiring leaders, leading summer intensive for aspiring leaders, and training mentors and coaches. CMSD will continue the program next year without formal support from NYCLA.

Identification of Potential Leaders

CMSD recruited TSLP candidates through colleges, Teach For America, and other opportunities inside and outside of CMSD. The project director hosted three information sessions prior to the application deadline. In addition to formal recruitment processes, many aspiring and placed leaders reported they heard about the program from word of mouth or through Google searches because they were seeking to relocate to Cleveland. CMSD recruited a majority of its applicants from outside of the district. The project director noted that in the past, 60–70 percent of candidates came from outside of the district. The selection involved written essays, recommendations, and group and individual interviews. Both participants (aspiring and placed leaders) and CMSD leadership described the selection process as “intense.” After initial selection for the program, participants could also be “let go” after the summer intensive training, or the residency, both of which were pass/fail. For cohort 2, 50 percent (5 of 10) of initial TSLP candidates remained in the residency phase.

Participant Timeline



Pre-Service Development and Training

Aspiring leaders participated in pre-service development training that consisted of a five-week summer intensive course and an eleven-month residency period. (The transition phases are discussed under ongoing support.) The summer intensive phase used a standards-based curriculum that simulated the challenges of a CMSD principal. In the five-week summer intensive, aspiring leaders were split into two groups and engaged in readings, discussions, and problem-solving issues for a simulated high school. The residency phase consisted of a school-based residency under the mentorship of an experienced CMSD principal. Aspiring leaders shadowed a mentor principal for 11 months. Aspiring leaders were matched with mentor principals based on their own weaknesses and the strengths of the mentor. Ideally, principals gave aspiring leaders issues in the building that focus on the competencies emphasized in the program and allowed them to strengthen their identified areas of weakness. The residency period also employed a gradual release model with the goal of the aspiring leader eventually managing most elements in the building.

Placement and Ongoing Support

Completion of the residency phase alone did not guarantee an aspiring leader was eligible to be placed as a principal in a school since CMSD's TSLP program was not certified as a credential program. Participants either had an administrative credential, were working on one, or had to apply for an alternative credential. (CMSD staff were in the process of beginning to take steps to get the program certified as an alternative route.)

CMSD tries to place the leaders in School Improvement Grant (SIG)-eligible schools for the residency phase—however, due to logistics, CMSD has had to place some aspiring leaders in non-SIG eligible schools for the residency phase. Similarly, CMSD attempts to place aspiring leaders who have completed the residency phase and have been hired by CMSD via the regular principal application process in SIG schools, but those placements are dependent upon job openings.

After aspiring leaders completed the residency phase and had the necessary credentials, they could apply for open principal positions in CMSD. If an aspiring leader is hired as a principal, ongoing support consisted of a transition phase that provided coaching for the first year of principalship. As part of the process for all new principals, placed aspiring leaders are also evaluated by the network support leader using the Ohio evaluation system.

Use of Partnerships

This grant was a district-led partnership with one training partner that took the lead initially in all aspects of the program but built district capacity as part of the process and gradually released responsibility to the district over the course of the grant. CMSD and NYCLA shared a similar vision of the turnaround school leadership, although CMSD slightly modified NYCLA's leadership standards to fit with their local context. NYCLA initially assisted heavily with the selection process and provided the training to CMSD staff (PD, mentors, coaches) and aspiring leaders during the summer intensive training. In the second year, both NYCLA and the CMSD equally worked together to operate the program. In the third year, CMSD led the efforts for managing the efforts of the program, with support from NYCLA. Beyond the third year, CMSD will be running all aspects of the program and NYCLA is not providing any formal support. Throughout the grant, CMSD and NYCLA had a Memorandum of Understanding (MOU) and vendor contract, with CMSD having "final say" on all decisions.

Sustainability and Leadership Pipeline

Based on the performance of program participants, CMSD will continue the program next year by providing the funding itself. Overall, CMSD staff are satisfied with the performance of TSL graduates. CMSD staff perceive TSLP graduates as being more familiar with Cleveland processes in general, being better instructional leaders by providing better feedback to teachers, being more resilient and reflective than new external hires (and to some extent other current principals).

The costs of the program may be lower in the future since CMSD will be providing all of the support to the program internally. Due to the nature of the partnership and focus on building capacity, CMSD staff are ready to take the lead in all aspects of the program (leading the summer intensive program and providing training to mentors etc.), so CMSD will not require the assistance of NYCLA and will not have to pay NYCLA for its services.

CMSD staff are also in the process of taking steps to get their TSLP project certified as an alternative route program, which will streamline the credentialing process for program TSL participants and reduce their burden.

Minneapolis Public Schools

Project Structure

Minneapolis Public Schools (MPS) designed its Turnaround School Leaders Project (TSLP) to develop transformational competencies among aspiring school leaders, teacher leaders, and mentor principals. The project intended to provide each group with intensive, job-embedded professional development and coaching that addressed both individual- and group-level needs.

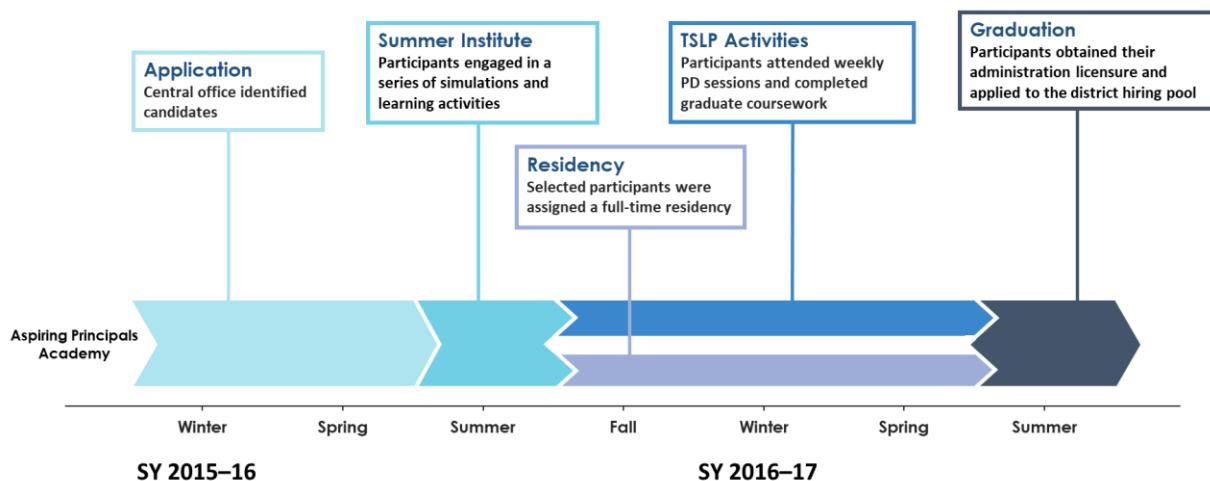
Urbanicity: Urban
Number of districts: 1
Number of teacher participants: 50
Number of administrator participants: 15
Award amount: \$1,925,820

Key components of MSP’s TSLP included:

- The Aspiring Principals Academy (APA), through which MPS leaders enrolled in the University of Minnesota’s principal preparation program, participated in a year-long residency, and received licensure upon completion of the program. Graduates are then eligible to apply to the MPS leader hiring pool and apply for administrative positions in SIG, SIG-eligible, or non-SIG schools.
- The Transformational Teacher Leaders Program (T2LP), a two-year program that encompassed monthly professional development, individualized coaching, and the creation and implementation of an action research project aligned with schools’ improvement plans. MPS fully implemented T2LP during the 2015-16 school year, and required all SIG and SIG-eligible teacher leaders to participate.

The MPS Leadership Blueprint defined leadership competencies for instructional leaders across the district, and was based on competencies identified in research as the most likely to develop effective, transformational leaders. MPS used the Leadership Blueprint as a tool to identify, select, or determine the growth needs of educational leaders.

Participant Timeline



Identification of Potential Leaders

The APA consisted of small cohorts of aspiring leaders who were identified by central office staff and building administrators or applied upon hearing of the program. APA participants were selected through a process focused on evidence and activities that give insight into candidates' capacity to become agents of change. The interview process for the program was rigorous and included a teacher observation session.

Pre-Service Development and Training

APA participants enrolled in the University of Minnesota's principal preparation program and fulfilled specified course requirements. The summer prior to their preparation, participants attended the TSL Summer Institute, during which time they engaged in a series of simulations and intense learning activities that are aligned to the Leadership Profile and district and state leadership competencies. MPS assigned some participants to a full-time, year-long residency (funded by the TSLP grant). Other participants continued their full-time positions in schools while participating in TSLP activities. Participants engaged in weekly professional development and graduate coursework provided by the TSL project director, UM faculty, and other consultants.

Placement and Ongoing Support

Upon completion of the principal preparation program at the University of Minnesota, aspiring principals obtained their administrator licensure. They were then eligible for assistant principal positions in the district by applying to the district-wide administrative hiring pool.

Participants received ongoing support from their respective associate superintendent and school principals, and participated in other professional development opportunities.

Use of Partnerships

MPS collaborated with NYCLA and Mankato State University to develop APA. It contracted NYCLA also to lead the transformational leadership trainings with the associate superintendents, given its long-standing success with training leaders and its alignment with MPS standards. MPS also partnered/contracted with the University of Minnesota to provide the coursework for APA participants.

Sustainability and Leadership Pipeline

Leadership changes within the district have led to communication gaps between the project and district leadership and the loss of the original vision/direction of the program among the partners and within MPS. The project is on "pause" and the director and other staff have moved on to other projects (some known, some not).

North Carolina State University – Northeast Leadership Academy

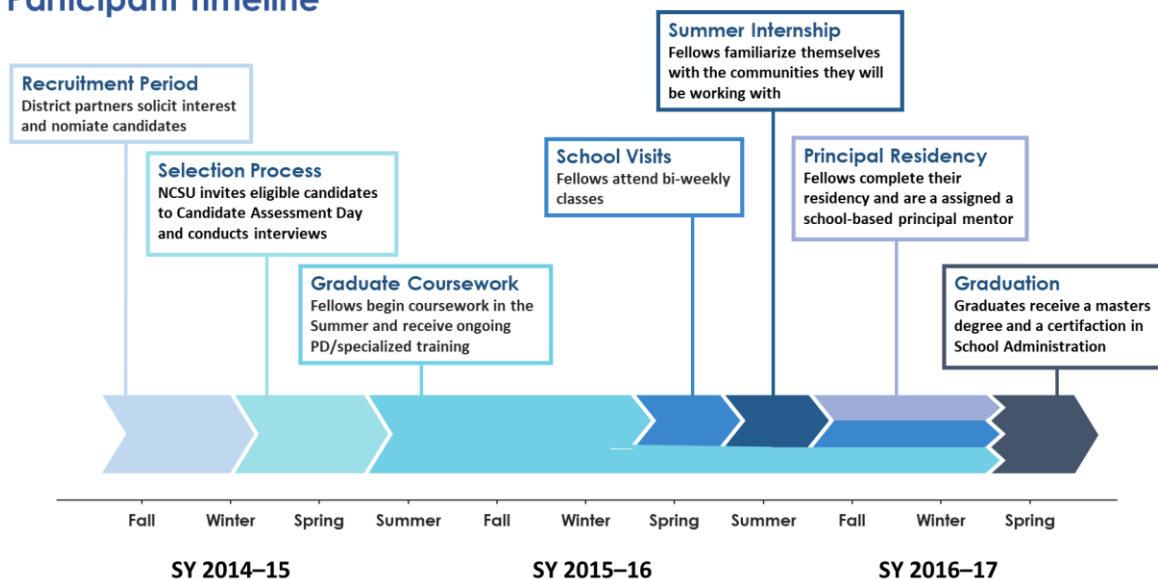
Project Structure

During school year 2014-15, North Carolina State University (NCSU), in collaboration with the North Carolina Department of Public Instruction’s (NCDPI’s) Division of District and School Transformation (DST) and three northeastern North Carolina school districts—Halifax, Warren, and Edgecombe—launched the Northeast Leadership Acadibriemy – District and School Transformation (NELA-DST) project. NELA-DST was an expansion of NCSU’s existing Aspiring Leaders Academy, NELA, and NELA 2.0, which all sought to develop school leaders throughout the state.

Lead agency: University
Urbanicity: Rural
No. of districts: 3
No. of teacher participants: 14
No. of administrator participants: 8
Award amount: \$1,996,725.00

During the NELA-DST project, specifically, NCSU selected 15 exemplary teachers² to participate in a two-year experiential preparation program. The program was intended to cultivate innovative school leaders who would serve in rural, high-need, hard-to-staff School Improvement Grant (SIG) schools in northeastern North Carolina.

Participant Timeline



² NCSU selected 15 teachers to participate in the program, but during Year 1, one participant had to leave the program for a medical reason. Ultimately, 14 Fellows participated in the Aspiring Leaders Academy.

In addition to the aspiring leaders program, NCSU implemented additional strategies as a part of its NELA-DST project, including:

- **Competency-based hiring practices:** Superintendents, school board members, and other key district stakeholders received training on competency-based hiring practices to improve hiring processes and encourage purposeful hiring of effective school leaders in SIG schools.
- **The SIG Turnaround Leaders Academy:** The aspiring leaders (or NELA-DST Fellows), as well as current SIG principals and leadership teams within the participating districts, participated in a series of SIG-specific professional development, and received ongoing, individualized professional development and coaching.
- **Retention of effective SIG leaders in challenged rural communities:** NELA-DST established financial incentives to attract and retain effective principals in SIG schools, including the “Principal Education Award,” which it awarded to current SIG principals whose schools “met” or “exceeded” growth on the state assessment.

Identification of Potential Leaders

NCSU worked closely with the district superintendents to identify potential candidates to participate in the Aspiring Leaders Academy. It also hosted recruitment sessions, created posters, and encouraged applicants through emails sent to superintendents, current NELA students, and NELA graduates from previous cohorts. Candidates formally applied to the NCSU graduate program and had to meet general school requirements (e.g., GPA, test scores). If candidates met the minimum requirements, NCSU invited them to Candidate Assessment Day, which is a full day of activities, including role-playing and discussion of real-life scenarios designed to allow candidates to demonstrate their skills and knowledge. Candidates also participated in one-on-one interviews.

Pre-Service Development and Training

NELA-DST Fellows entered a two-year master’s program, which was free of charge to the participant and fulfilled the components of the program as a cohort. Fellows began coursework at NCSU during the summer of 2015, and continued coursework twice weekly through the fall and spring semesters. During the first year of the program, Fellows continued to teach full time at their school, and applied strategies learned through the leadership program in their classrooms. They also shared their newly acquired skills and practices with other teachers in the schools.

During the summer between the first and second year (summer 2016), Fellows took summer classes and completed a full-time community internship at a community agency to familiarize themselves with the communities in which they might work, and to learn the importance of connecting the community to the school. During fall 2016, Fellows were released from their teaching duties and entered into a full-time, year-long principal residency. During residency, Fellows got hands-on experience as a school administrator and took on various leadership responsibilities, which they were provisionally licensed to do. NCSU also assigned each fellow a school-based principal mentor and a NELA-DST executive coach (a former exemplary principal who is not affiliated with the district). Additionally, Fellows continued to attend classes twice a week and completed an Inquiry in Action project, which required them to analyze school data to identify and address, in collaboration with teachers and students, an issue or problem of practice.

Throughout the duration of the program, Fellows participated in specialized trainings that covered an array of topics such as facilitative leadership, social justice, educational policy, student empowerment, crisis intervention, time management, adult learning, and conflict resolution. During residency, Fellows

also attended monthly assistant principal staff development meetings and visited high-poverty, high-performing schools with their principal mentor.

During the program, Fellows received frequent and varied feedback from NELA leadership staff, mentors, coaches, and cohort members. They participated in one-on-one feedback sessions and Formative Assessment Days with NELA staff, and both the principal mentor and executive coaches drafted reports and used the data to assess Fellows' progress and areas of need. The Fellows also completed weekly and monthly activity logs and self-reflections. Each Fellow created and maintained an updated electronic portfolio that tracked their work, which helped the NELA project team assess growth, monitor progress, and identify areas for improvement.

Placement and Ongoing Support

At the completion of the two-year program, participants graduated with a master's degree and a certification in School Administration. Before admission to the program, NCSU required fellows to commit (i.e., sign and return a Commitment Letter) to serve as school leaders in SIG/SIG-eligible schools in northeastern North Carolina for a minimum of three years, and participating districts committed to give NELA graduates priority when principal and assistant principal vacancies became available.³

After graduating, Fellows continued to receive coaching support from their NELA-DST executive coach for at least one year. NCSU also provided post-degree professional development and learning (e.g., post-degree seminars) and allowed graduates to participate in any trainings offered to the current cohort of aspiring leaders.

Use of Partnerships

NELA-DST was a collaborative effort between NCSU, NCDPI, and the Halifax, Warren, and Edgecombe school districts to develop a pipeline of effective school leaders. NCSU, NCDPI (or the state), and the districts had existing relationships and worked together previously on pipeline development and improving student outcomes. For NELA-DST specifically, NCSU led the turnaround effort and provided the coursework and specialized trainings to the Fellows. As noted earlier, the partner districts were directly involved in nominating and selecting candidates to participate in the program, and the district superintendent had to endorse the NELA program before NCSU worked in the district. The districts also committed, via MOU, to give NELA graduates priority when principal and assistant principal positions became open. NCDPI delivered the professional development series as a part of the SIG Turnaround Leaders Academy. Both NCSU and NCDPI planned the sessions but NCDPI was the lead facilitator. The state also funded the NELA-DST internships during the second year of the program. All partners were involved in the evaluation of potential Fellows during Candidate Assessment Day.

Sustaining the Leadership Pipeline

NCSU received funding from the Wallace Foundation to lead an effort to redesign principal preparation programs. The university incorporated the NELA-DST partner districts into this project, and will continue to work with them on leadership development. NCSU received two grants from the North Carolina Alliance for School Leadership Development: (1) Supporting Excellence in Leadership (the state), which will allow it to expand its reach to four additional school districts, and (2) the Z. Smith Reynolds Foundation to build, in partnership with Public Impact and New Leaders for New Schools, a human capital strategy and leadership pipeline for northeastern North Carolina schools.

³ During the visit in May 2017, five Fellows were hired as assistant principals before graduating from the program.

Appendix C

Data Sources and Methods

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Data Sources and Methods

The study drew on surveys, case studies, and extant data.

Online Surveys

To provide a perspective on the full set of Turnaround School Leaders Project (TSLP) grantees, the study surveyed all (12) Cohort 1 project directors, representatives from grantees' training partner organizations (under the circumstances that the project director is not part of the training organization), and representatives from school district partners. The study team administered the surveys electronically, and the surveys consisted primarily of closed-ended items about program design, implementation, and evaluation; however, they also included a small number of open-ended items that addressed major project successes and challenges.

Survey response rates:

- Project director survey: 100 percent
- District partner survey: 83 percent
- Training partner survey: 95 percent

Case Studies

The case studies consisted of site visits to a purposively selected sample of Cohort 1 grantees. The study team completed two-person, two-day site visits to seven sites to conduct interviews with the project director, three district staff members (the assistant superintendent, the principal's supervisor, and turnaround school professional staff), and two representatives from each partner organization. In addition, each visit included two separate five-person focus groups (one with aspiring turnaround leaders and one with current turnaround leaders) to understand the experiences and perceptions of project participants.

The study team used a purposive sampling approach to draw the sample of seven case study sites. The goal of the purposive sampling approach was to select seven grantees that were diverse across a number of factors. After reviewing grantee applications and consulting with the Department, the study team prioritized five factors in selecting the sample.

- *Implementation progress.* The degree to which projects have encountered implementation difficulties or delays. "Notable success" refers to the TSLP program office's assessment of early implementation progress based on regular monitoring calls with TSLP grantees. The program office described two case study sites as having made notable progress toward implementing their projects. Program office staff pointed out that one grantee needed to revise its project because of the withdrawal of one of their two district partners;
- *Grantee type.* Type of lead organization (i.e., districts, Institutions of higher education (IHEs), state education agencies, (SEAs), and nonprofit organizations);¹
- *Urbanicity.* Rural projects as well as grantees working in urban settings;

¹ For-profit organizations are eligible entities for the TSLP; however, none of the Cohort 1 grantees was a for-profit organization.

- *Partner type.* Types of partner organizations with which the grantee is working;
- *Project design.* Types of leader selection, training, and ongoing support.

Considering the aforementioned factors, the study team selected the following grantees for the case study component:

- Alabama Department of Education
- North Carolina State University
- University of Illinois, Chicago
- Center for Leadership and Educational Equity
- New Leaders
- Minneapolis Public Schools
- Cleveland Municipal School District

These case study sites reflected diversity across the selection criteria. The case study sample included:

- One SEA
- Two school districts
- Two rural grantees
- Two nonprofit grantees
- Two IHE grantees
- Three projects with substantial participation from urban school districts
- Two projects with teacher leaders in their conception of turnaround leadership

Exhibit C-1 presents a matrix illustrating how grantee characteristics align with these criteria.

Exhibit C-1. Case study sample and selection criteria

Grantee Name (Grantee Short Name)	Proposed Case Study Site?	Grantee Type				Urbanicity	Partner Type		Implementation Progress		Project Design
		IHE	LEA	NPO	SEA	Rural	SEA	Large Urban LEA	Delay	Notable Success	Teacher Leadership
Total Grantees in Sample	7	2	2	2	1	2	1	2	0	2	2
Alabama Department of Education (ADE)	Yes				X	X				X	
Center for Leadership and Educational Equity (CLEE)	Yes			X						X	
Cleveland Municipal School District (CMSD)	Yes		X								
Miami-Dade School District (M-DCPS)	No		X								
New Leaders	Yes			X				X			X
North Carolina State University (NCSU)	Yes	X				X	X				
Paterson Board of Education (PPS)	No		X								
Rocky Mountain College (RMC)	No	X				X	X				
School District #1 Minneapolis (MPS)	Yes		X								X
Syracuse City School District (SCSD)	No		X								X
University of Illinois Chicago (UIC)	Yes	X						X			
Western Michigan University (WMU)	No	X							X		

Exhibit reads: Alabama Department of Education has been selected for inclusion in the case studies. It is an SEA, received its grant under the priority for rural grantees, and has made notable progress in establishing relationships with its partners.

Note: Shaded cells indicate case study sites.

Sources: U.S. Department of Education TSLP grantee applications and TSLP project officers.

Extant Data

The study team also reviewed extant data collected from TSLP projects. These included Annual Performance Reports and *GPRA* measures as well as documents collected from case study projects. These documents included further information on participant selection, completion, and local program metrics, if available

The Department provided the annual performance report data shown in Exhibit C-2.

Exhibit C-2. TSLP *GPRA* indicators

School Climate <ol style="list-style-type: none">1. The student attendance rate for the SIG or SIG-eligible schools being served by the grant.2. The teacher attendance rate for the SIG and/or SIG-eligible schools being served by the grant.
Student Achievement <ol style="list-style-type: none">3. For each SIG and/or SIG-eligible school served by the grant, the percentage of students who met proficiency, by school, on state assessments in reading/language arts and mathematics.4. For each SIG and/or SIG-eligible school served by the grant, the proficiency target and if that target was met or not met, by school, on state assessments in reading/language arts and mathematics.5. The graduation rate for the SIG or SIG-eligible high schools being served by the grant.
Participation <ol style="list-style-type: none">6a. The number of participants (including current school leaders, teachers, counselors, and other school personnel) who enroll in leadership training in preparation for placement in SIG or SIG-eligible schools.6b. The percentage of participants (including current school leaders, teachers, counselors, and other school personnel) enrolled in leadership training who complete the program requirements.6c. The percentage of participants (including current school leaders, teachers, counselors, and other school personnel) who complete the program requirements and are placed in a SIG or SIG-eligible school.
Cost Measure <ol style="list-style-type: none">7. The cost, per participant, to complete a training program for preparation and placement as a leader in a SIG or SIG-eligible school.

Analysis Methods

The research team developed a preliminary set of constructs based on the study questions, the literature, and steps generally associated with educational leadership pipelines. The analyses explored each of these constructs across different types of respondents: project directors, district partners, training partners, and aspiring and placed leaders.

The analyses of survey responses focused on providing a description or comparison of survey responses that help to answer the research questions. Survey analyses provided a complete and comparable description of the Cohort 1 grantees.

Case study analyses focused on identifying more detailed findings and examples to expand upon key findings from the survey and extant data. The study team used NVivo, a qualitative research software application (QRS), to code all qualitative data, using the constructs as an initial coding scheme. After the initial coding was completed, the team added additional codes to reflect emergent categories, consolidating (and removing) codes that were applied infrequently, and splitting high-frequency codes

into more fine-grained categories. To maintain consistency and inter-rater reliability, the study team held frequent meetings to discuss the coding and emerging themes.

The *GPRA* measures for TSLP grantees fall into four groups: school climate, student achievement, participation, and financial. The study focused on the participation data as a source for early outcome measures. Using the *GPRA* data, the study team calculated completion and placement rates by program, by project leadership type.

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Appendix D

Data Collection Instruments

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Implementation Study of the Turnaround School Leaders Program

Project Director Survey

Introduction

The Implementation Study of the Turnaround School Leaders Program (TSLP) is examining how grantees recruit, develop, support, and retain leaders for turnaround schools. This study is being conducted by Westat and its partner, Policy Studies Associates, for the United States (U.S.) Department of Education, Policy and Program Studies Service.

This survey is part of the study. Your responses are critical to drawing lessons about the implementation of the Turnaround School Leaders Program.

The survey includes four sections:

1. How programs recruit, select, place, develop, and support leadership candidates.
2. The roles project partners play in implementing projects and helping grantees achieve project goals.
3. How grantees are adapting to challenges in implementing their projects.
4. How grantees are measuring the success of their TSLP projects.

Responses to this data collection will be used only for research purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is: 1875-0283. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

I. Recruitment, selection, development, placement, evaluation, support, and retention

Recruitment

I-1. Does your project do any of the following to identify potential candidates for turnaround school leadership *before* they become school leaders or apply to participate in your TSLP project? (*Select all that apply.*)

- Seek referrals from peers or existing school leaders
- Collect and analyze information on prior performance of existing staff
- Develop or review skills inventories
- Obtain lists of those currently in teacher leader roles or other positions along the leadership pipeline
- Use historical data patterns to identify the initial career paths of successful school leaders
- Use historical data patterns to identify where successful turnaround leaders were recruited in the past
- Other _____

I-2. To determine whether a potential candidate is eligible for participation in your TSLP project, do you consider:

	For those who were not school leaders before participation		For those who were school leaders before participation	
	Yes	No	Yes	No
a. Teaching experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher leadership experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School administrator experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Existing administrator credential or certification?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Employment in partner district?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Employment in SIG school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Level of performance (e.g., effectiveness) in current position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-3. To recruit potential turnaround leaders, does your project use:

	Yes	No
a. Job postings by district/partner districts?	<input type="checkbox"/>	<input type="checkbox"/>
b. Referrals/nominations?	<input type="checkbox"/>	<input type="checkbox"/>
c. Job fairs?	<input type="checkbox"/>	<input type="checkbox"/>
d. Recruitment alliances?	<input type="checkbox"/>	<input type="checkbox"/>
e. District website(s)?	<input type="checkbox"/>	<input type="checkbox"/>
f. Project website(s)?	<input type="checkbox"/>	<input type="checkbox"/>
g. University placement offices/services?	<input type="checkbox"/>	<input type="checkbox"/>
h. Development provider website?	<input type="checkbox"/>	<input type="checkbox"/>
i. Advertising?	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

I-4. How important was each of the following in identifying the turnaround leader competencies your project seeks to develop?

	Not important	Somewhat Important	Important	Very Important
a. Research on effective school leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. National or state leadership standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Activities or strategies from SIG school turnaround models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Specific district school turnaround programs or strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Leadership models of training providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. District leadership models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-5. To assess leadership candidates, did your project use:

	Yes	No
a. One-on-one interviews?	<input type="checkbox"/>	<input type="checkbox"/>
b. Panel interview?	<input type="checkbox"/>	<input type="checkbox"/>
c. Personality tests?	<input type="checkbox"/>	<input type="checkbox"/>
d. Situational judgment tests?	<input type="checkbox"/>	<input type="checkbox"/>
e. Resume reviews?	<input type="checkbox"/>	<input type="checkbox"/>
f. Role plays?	<input type="checkbox"/>	<input type="checkbox"/>
g. Written exercises or reflections?	<input type="checkbox"/>	<input type="checkbox"/>
h. Leadership ability questionnaires or surveys?	<input type="checkbox"/>	<input type="checkbox"/>
i. Observations or video clips of observable performance?	<input type="checkbox"/>	<input type="checkbox"/>
j. Review of written examples of work?	<input type="checkbox"/>	<input type="checkbox"/>
k. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

Development

- I-6. For each applicable cohort: Consider only those **who were not leaders in turnaround schools before beginning with the project**. First enter the total number of applicants, then the number for each program stage shown in the table below. If you did not begin a cohort for one of the time periods listed, select “Not applicable.”

Cohort beginning	Not applicable	Applied	Accepted	Began program	Completed program	Was placed as a turnaround school leader within 1 year of project completion	Remained leader of a turnaround beyond the initial year of placement
Fall 2014	<input type="checkbox"/>						
Spring 2015	<input type="checkbox"/>						
Summer 2015	<input type="checkbox"/>						
Fall 2015	<input type="checkbox"/>						
Spring 2016	<input type="checkbox"/>						
Summer 2016	<input type="checkbox"/>						
Fall 2016	<input type="checkbox"/>						

- I-7. For each applicable cohort: Consider only those **who were leaders in turnaround schools before beginning with the project**. If you did not begin a cohort for one of the time periods listed, select “Not applicable.”

Cohort beginning	Not applicable	Applied	Accepted	Began program	Completed program	Was employed as a turnaround leader within 1 year after project completion	Remained leader of a turnaround beyond the initial year of placement
Fall 2014	<input type="checkbox"/>						
Spring 2015	<input type="checkbox"/>						
Summer 2015	<input type="checkbox"/>						
Fall 2015	<input type="checkbox"/>						
Spring 2016	<input type="checkbox"/>						
Summer 2016	<input type="checkbox"/>						
Fall 2016	<input type="checkbox"/>						

- I-8. What percentage of project completers are placed in turnaround schools within 1 year of completion? ____ %

I-9. What is the expected duration of the training and development for:

A participant aspiring to be a turnaround school principal or assistant principal	_____ months
A participant who entered as a school leader, but was not leading a turnaround school	_____ months
A participant who entered as a leader of a turnaround school	_____ months

I-10. How much is the total tuition or fee for one candidate to complete the turnaround leader training? (If there is no tuition or fee, please enter "0").

\$ _____ <Skip to Question I-12 if value=0>

I-11. Who typically pays each participant's tuition? (Check all that apply)

- Federal grant funds
- Participant
- School district
- Other _____

I-12. About how much training time does your project allocate to each of the following topics when preparing TSLP participants?

Topic	Much less than most other topics	Somewhat less than most other topics	About the same as most other topics	Somewhat more than most other topics	Much more than most other topics
a. Developing/communicating a school vision or strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing a positive school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher recruitment, selection, retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Monitoring/evaluating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Selecting instructional models or curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Culturally relevant/responsive pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use of data for instructional and project decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Parent communication/engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Community engagement/partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Communication/interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Student behavior/engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Resource allocation and budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Technology use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-13. Is graduate coursework required as part of the leadership preparation training in your TSLP project (**NOT** including on-site internship/residency)?

- Yes
- No <Skip to Question I-15>

I-14. How often are the following learning practices/instructional strategies used as part of the coursework in your TSLP project’s leadership training?

Practice/strategy	Not used	Used once	Used 2 or 3 times	Used 4 times or more
a. Field-based projects in which aspiring turnaround leaders apply ideas in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analysis and discussion of field-based problems or problem-based- learning approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Action research or inquiry projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analysis and discussion of case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A portfolio demonstrating aspiring turnaround leaders’ learning and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-15. Do aspiring turnaround leaders participate in a supervised internship/residency (either in the job they held on entry or in a new position) as part of their leadership preparation training?

(Note: by “residency/internship” we mean the time that aspiring school leaders spend practicing leadership skills in a school setting as part of the requirements of the project. This could include activities added on to the participant’s full time job as a teacher, instructional coach, assistant principal, or placement in a new setting for an extended period (often a full school year) as an apprentice leader.)

- Yes
- No <Skip to Question I-20>

I-16. How long is the supervised internship/residency? (*Select one.*)

- Less than half of a school year
- Half of a school year
- One school year
- More than one school year but less than two
- Two school years or more

I-17. Which of the following best describes how the internship/residency is structured? (*Select one.*)

- Participants remain in their current positions for the duration of the residency or internship
- Participants are placed at a different school for part of the residency or internship period
- Participants are placed at a different school for all of the residency or internship period
- Other (specify _____)

I-18. Does the supervised internship/residency experience include:

	Yes	No
a. Supervision and assistance by a mentor or coach knowledgeable about school turnaround?	<input type="checkbox"/>	<input type="checkbox"/>
b. Responsibilities for leading, facilitating, and making decisions typical of a turnaround leader?	<input type="checkbox"/>	<input type="checkbox"/>
c. Regular evaluation of performance by project staff?	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities to network with other interns/residents?	<input type="checkbox"/>	<input type="checkbox"/>

I-19. If the internship or residency includes a mentor or coach, about how often do mentors or coaches:

Activity	Not expected	Weekly	Twice a month	Monthly	Several times per year	Once per year
a. Maintain regular contact with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide social/emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suggest resources, strategies, or techniques to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe the leaders performing leadership activities (e.g., conducting staff meetings, parent meetings, teacher evaluations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advise/assist participants with work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Model appropriate leadership behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide input into a summative evaluation of the participants' performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Placement

- I-20. When are aspiring turnaround leaders (those not currently leading a SIG, SIG-eligible, or turnaround school) matched with a leadership position in a turnaround school?
- Not applicable; our project includes only leaders who currently lead turnaround schools <Skip to question I-23>
 - Before they apply to the project (e.g., applicant or sponsor designates school of placement)
 - At the time they apply to or are accepted into the turnaround leader training
 - During their training
 - After the completion of their training
 - Other (Please describe in text box below.)

--

- I-21. Are turnaround school staff involved in any of the following stages of the placement process?

	Yes	No
Initial review of candidate qualifications	<input type="checkbox"/>	<input type="checkbox"/>
Candidate interviews	<input type="checkbox"/>	<input type="checkbox"/>
Discussions about who should be hired or placed	<input type="checkbox"/>	<input type="checkbox"/>
Making the recommendation to the appointing authority about who should be hired or placed	<input type="checkbox"/>	<input type="checkbox"/>

- I-22. In general, how important is each of the following when making placement decisions?

	Not important	Somewhat important	Important	Very important
a. Prior experience in the potential placement school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prior experience in a similar school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance during the development project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Prior experience in the placement district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Experience/expertise with specific school improvement/turnaround strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other forms of leadership experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation of Turnaround Leaders

I-23. To evaluate participants, does your project use: (Select NA in the appropriate rows if your project has no participants to whom the column applies.)

	For participants who are currently school leaders			For participants who are not currently school leaders		
	Yes	No	NA	Yes	No	NA
a. Course grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observation of practice by mentor, supervisor, or project staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Self-assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Review of artifacts such as school improvement plans, budgets, or meeting agendas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Staff surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parent surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student achievement growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ongoing Support for Leaders

I-24. After completion of the turnaround leader training, does your project provide any of the following supports to the TSLP participants who are placed as turnaround school leaders?

	Yes	No
a. Periodic group meetings or seminars with other turnaround leaders	<input type="checkbox"/>	<input type="checkbox"/>
b. Assistance with work products like school improvement plans, budgets	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistance with individual professional development planning	<input type="checkbox"/>	<input type="checkbox"/>
d. Individual mentoring or coaching	<input type="checkbox"/>	<input type="checkbox"/>

<If respondent selects "Yes" to I-24d, present questions I-25 and I-26; if respondent selects "No" to I-24d, skip to question I-27>

I-25. How long after completing the turnaround leader training is the mentor or coach available to work with the placed leaders? (*Select one*)

- Less than 1 year
- 1 year
- 2 years
- More than 2 years
- As long as the leader remains in a turnaround school

I-26. About how often do mentors or coaches:

Activity	Not expected	Weekly	Twice a month	Monthly	Several times per year	Once per year
a. Maintain regular contact with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide social/emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suggest resources, strategies, or techniques to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe the leaders performing leadership functions (e.g., conducting staff meetings, parent meetings, teacher evaluations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advise/assist participants with work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Model appropriate leadership behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide input into a summative evaluation of the participants' performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Incentives (Financial and Nonfinancial)

I-27. Are any financial incentives provided to participants for:

	Yes	No
a. Participating in the program?	<input type="checkbox"/>	<input type="checkbox"/>
b. Being placed in a turnaround school on completion of the preparation?	<input type="checkbox"/>	<input type="checkbox"/>

<If the respondent says yes to I-27b, present I-27c>

<If the respondent says no to both I-27a and I-27b, skip to I-29>

I-27c. Do leaders placed in turnaround schools receive:

	Yes	No
a. A one-time bonus upon being placed or hired as a leader?	<input type="checkbox"/>	<input type="checkbox"/>
b. A special salary increase for taking a job as a turnaround leader?	<input type="checkbox"/>	<input type="checkbox"/>
c. A retention bonus or stipend after each year of leading a turnaround school?	<input type="checkbox"/>	<input type="checkbox"/>
d. A performance-based bonus or stipend specifically for leaders of turnaround schools?	<input type="checkbox"/>	<input type="checkbox"/>
e. A performance-based bonus or stipend similar to that for which other school leaders in the district would be eligible?	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>

I-28. If project participants receive financial incentives, who pays the cost? (Select all that apply)

- The project, through federal funds
- The project, through other grant funds
- The district
- The state
- A private foundation
- Other _____

I-29. Are any nonfinancial incentives provided or available for:

	Yes	No
a. Participating in the program?	<input type="checkbox"/>	<input type="checkbox"/>
b. Being placed in a turnaround school on completion of the preparation?	<input type="checkbox"/>	<input type="checkbox"/>

<If respondent selects yes to a or b above, show text box> **Please list the non-financial incentives.**

II. Partner Roles

II-1. Which of the following roles does your organization play in the project? *(Please select one in each row.)*

Project function	Role					
	Not involved	Participate in discussions about this function	Assist other partners with primary responsibility	Responsible for this function equally with other partners	Primarily responsible for function with help from others	Solely responsible for this function
a. Conceptualizing the overall project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying turnaround leadership skills or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recruiting leaders or aspiring leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing selection criteria for accepting applicants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Making the decision to select an applicant into the turnaround leader training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing training content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Delivering training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Providing coaching or mentoring to project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing criteria for assessing participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Evaluating participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Deciding who will be graduated from the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Providing ongoing support for placed leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Deciding how to measure the success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Evaluating the overall success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II-2. Is there a memorandum of understanding (MOU) or other written agreement documenting the roles and responsibilities of each partner organization?

- Yes
- No
- Other _____

II-3. What were your two biggest successes in making your partnership work?

Text box for open-ended response

II-4. What were your two biggest challenges in making your partnership work?

Text box for open-ended response

III. Project Changes and Sustainability

III-1. Has your TSLP project changed in any of the following areas since you received the grant?

a. Recruitment of current or potential leaders

- Yes
- No
- Don't know

- If the respondent selects Yes, the next page should display the following:

How important were the following potential reasons for changes in the recruitment of current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
a.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Methods of selecting project participants

- Yes
- No
- Don't know

How important were the following potential reasons for changes to methods of selecting project participants?

Potential reason	Not a factor	Contributing factor	Main factor
b.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Content of turnaround leadership professional development

- Yes
- No
- Don't know

How important were the following potential reasons for changes to the content of the turnaround leadership professional development?

Potential reason	Not a factor	Contributing factor	Main factor
c.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Mentoring or coaching provided to current or potential leaders

- Yes
- No
- Don't know

How important were the following potential reasons for changes to mentoring or coaching provided to current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
d.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Incentives for current or potential leaders to participate

- Yes
- No
- Don't know

How important were the following potential reasons for changes to incentives for current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
e.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Change in the districts or schools being served

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the districts or schools being served?

Potential reason	Not a factor	Contributing factor	Main factor
f.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Changing professional development or support providers

- Yes
- No
- Don't know

How important were the following potential reasons for changing professional development or support providers?

Potential reason	Not a factor	Contributing factor	Main factor
g.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.4 Input from project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- h. Use the text box below to describe any other major changes not covered above and the reasons the changes were made

Text box for open-ended response

- III-2. Do you expect the partners to continue to work together in any of the following ways after the end of the grant? *(Please select all that apply.)*

- To identify or recruit potential turnaround leaders
- To provide input on the training/preparation needs of turnaround school leaders
- To select or place leaders for turnaround schools
- To provide training or development opportunities specifically targeted to turnaround school leaders
- To provide coaching or mentoring support to turnaround school leaders
- To help districts assess the training/development needs or performance of turnaround school leaders
- Other (Please describe) _____

- III-3. What aspects of your project do you expect to continue after the end of the grant? *(Select all that apply.)*

- The methods of recruiting turnaround leaders
- The methods of selecting potential or current leaders for training
- The training content
- Mentoring or coaching of aspiring or placed leaders
- The methods of evaluating the performance of aspiring or placed leaders
- Incentives for recruiting or retaining placed leaders used by the project

IV. Measuring the Success of Your TSLP Project

IV-1. In addition to your project’s *GPRA* indicators, are you using any locally developed metrics to measure your project’s performance?

- Yes
- No (skip to Question IV-3)

IV-2. Which of the following are included in your locally developed metrics?

	Yes	No
a. Percentage of participants receiving license, certification, endorsement, or degree	<input type="checkbox"/>	<input type="checkbox"/>
b. Performance of leaders on competency assessments or performance evaluation instruments designed for the project	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance of placed leaders as evaluated by state/district school administrator evaluation process (i.e., ratings of performance or effectiveness)	<input type="checkbox"/>	<input type="checkbox"/>
d. Participants’ perceptions of the project	<input type="checkbox"/>	<input type="checkbox"/>
e. Supervisors’ perceptions of participants	<input type="checkbox"/>	<input type="checkbox"/>
f. School climate/culture in leaders’ schools	<input type="checkbox"/>	<input type="checkbox"/>
g. Achievement gaps in leaders’ schools	<input type="checkbox"/>	<input type="checkbox"/>
h. Retention of participants remaining as a leader of a high-need or SIG school after training or placement	<input type="checkbox"/>	<input type="checkbox"/>
i. Other _____	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

IV-3. Who is responsible for analyzing and summarizing data measuring the performance of your project? (*Select all that apply.*)

- Project staff
- Development providers
- Partner districts
- An external evaluator
- Other _____

Implementation Study of the Turnaround School Leaders Program

District Partner Survey

Introduction

The Implementation Study of the Turnaround School Leaders Program (TSLP) is examining how grantees recruit, develop, support, and retain leaders for turnaround schools. This study is being conducted by Westat and its partner, Policy Studies Associates, for the United States (U.S.) Department of Education, Policy and Program Studies Service.

This survey is part of the study. Your responses are critical to drawing lessons about the implementation of the Turnaround School Leaders Program.

The survey includes four sections:

1. The roles project partners play in implementing projects and helping grantees achieve project goals.
2. How grantees are adapting to challenges in implementing their projects.
3. How programs recruit, select, place, develop, and support leadership candidates.
4. How grantees are measuring the success of their TSLP projects.

Responses to this data collection will be used only for research purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is: 1875-0283. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

I. Partner Roles

I-1. Which of the following roles does your district play in the project? *(Please select one in each row.)*

Project function	Role					
	Not involved	Participate in discussions about this function	Assist other partners with primary responsibility	Share responsibility for this function equally with other partners	Primarily responsible for function with help from others	Solely responsible for this function
Conceptualizing the overall project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying turnaround leadership skills or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting leaders or aspiring leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing selection criteria for accepting applicants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making the decision to select an applicant into the turnaround leader training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing training content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing coaching or mentoring to project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing criteria for assessing participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding who will be graduated from the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing ongoing support for placed leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding how to measure the success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating the overall success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-2. Is there a memorandum of understanding (MOU) or other written agreement documenting the roles and responsibilities of each partner organization?

- Yes
- No
- Other _____

I-3. What were your two biggest successes in making your partnership work?

Text box for open-ended response

I-4. What were your two biggest challenges in making your partnership work?

Text box for open-ended response

II. Project Changes and Sustainability

II-1. Has your TSLP project changed in any of the following areas since you received the grant?

a. Recruitment of current or potential leaders

- Yes
- No
- Don't know

- If respondent selects Yes, the next page should be displayed as follows.

How important were the following potential reasons for changes in the recruitment of current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
a.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Methods of selecting project participants

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the methods of selecting project participants?

Potential reason	Not a factor	Contributing factor	Main factor
b.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Content of turnaround leadership professional development

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the content of turnaround leadership professional development?

Potential reason	Not a factor	Contributing factor	Main factor
c.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Mentoring or coaching provided to current or potential leaders

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the mentoring or coaching provided to current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
d.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Incentives for current or potential leaders to participate

- Yes
- No
- Don't know

How important were the following potential reasons for changes in incentives for current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
e.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Change in the population of schools being served

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the population of schools being served?

Potential reason	Not a factor	Contributing factor	Main factor
f.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Changing professional development or support providers

- Yes
- No
- Don't know

How important were the following potential reasons for changing professional development or support providers?

Potential reason	Not a factor	Contributing factor	Main factor
g.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Use the text box below to describe any other major changes not covered above and the reasons the changes were made.

Text box for open-ended response

II-2. Do you expect that your district will continue to work with the other partners on preparing turnaround school leaders after the TSLP grant ends?

- Yes
- No (skip to question III-1)
- Don't know (skip to question III-1)

II-3. Do you expect to continue to work with these partners in any of the following ways? *(Please select all that apply.)*

- To identify or recruit potential turnaround leaders
- To provide input on the training/preparation needs of turnaround school leaders
- To select or place leaders for turnaround schools
- To provide training or development opportunities specifically targeted to turnaround school leaders
- To provide coaching or mentoring support to turnaround school leaders
- To help your district assess the training/development needs or performance of turnaround school leaders
- Other (Please describe) _____

III. Recruitment, Selection, Development, Placement, Evaluation, Support, and Retention

III-1. Does your district do any of the following to identify potential candidates for turnaround school leadership *before* they become school leaders or apply to participate in your TSLP project? (*Select all that apply.*)

- Seek referrals from peers or existing school leaders
- Collect and analyze information on prior performance of existing staff
- Develop or review skills inventories
- Obtain lists of those currently in teacher leader roles or other positions along the leadership pipeline
- Use historical data patterns to identify the initial career paths of successful school leaders
- Use historical data patterns to identify where successful turnaround leaders were recruited in the past
- Other _____

III-2. Does your district provide training on any of the following topics to TSLP participants? (Please consider only training provided by the district, and not that provided by other project partners, if any.)

	Yes	No
a. Developing/communicating a school vision or strategy	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing a positive school culture	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher hiring, evaluation, and retention	<input type="checkbox"/>	<input type="checkbox"/>
d. Selecting instructional models or curricula	<input type="checkbox"/>	<input type="checkbox"/>
e. Culturally relevant/responsive pedagogy	<input type="checkbox"/>	<input type="checkbox"/>
f. Use of data for instructional and project decisions	<input type="checkbox"/>	<input type="checkbox"/>
g. Parent communication/engagement	<input type="checkbox"/>	<input type="checkbox"/>
h. Community engagement/partnership	<input type="checkbox"/>	<input type="checkbox"/>
i. Communication/interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>
j. Student behavior/engagement	<input type="checkbox"/>	<input type="checkbox"/>
k. Resource allocation and budgeting	<input type="checkbox"/>	<input type="checkbox"/>
l. Technology use	<input type="checkbox"/>	<input type="checkbox"/>
m. Other topics on which your district provides training about school leadership to TSLP participants, beyond that provided through the TSLP grant	<input type="checkbox"/>	<input type="checkbox"/>

If response to m above is yes, please list topics.

III-3. To evaluate participants, does your district use: (Select NA in the appropriate rows if your project has no participants to whom the column applies.)

	For participants who are currently school leaders			For participants who are <i>not</i> currently school leaders		
	Yes	No	NA	Yes	No	NA
a. Course grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observation of practice by mentor, supervisor, or project staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Self-assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Review of artifacts such as school improvement plans, budgets, or meeting agendas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Staff surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parent surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student achievement growth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other student outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III-4. When are aspiring turnaround leaders (those not currently leading a SIG, SIG-eligible, or turnaround school) matched with a leadership position in a turnaround school?

- Not applicable; our project includes only leaders who currently lead turnaround schools <Skip to question III-8>
- Before they apply to the project (e.g., applicant or sponsor designates school of placement)
- At the time they apply to or are accepted into the turnaround leader training
- During their training
- After the completion of their training
- Other (Please describe in text box below.)

III-5. What roles do district staff play in deciding where turnaround leaders who complete the TSLP are placed? (*Select all that apply.*)

- Screen or assess qualifications for leading a turnaround school
- Participate in deliberations about candidate fit
- Recommend hiring or placement
- Make final hiring/placement decision (subject to district governing board or committee approval)

III-6. In general, how important is each of the following when making placement decisions?

	Not important	Somewhat important	Important	Very important
a. Prior experience in the potential placement school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prior experience in a similar school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance during the development project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Prior experience in the placement district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Experience/expertise with specific school improvement/turnaround strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other forms of leadership experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III-7. Besides incentives associated with the TSLP grant program, does your district use any of the following financial incentives to attract or retain effective leaders in turnaround schools?

	Yes	No
a. A one-time bonus upon being placed or hired as a leader	<input type="checkbox"/>	<input type="checkbox"/>
b. A special salary increase for taking a job as a turnaround leader	<input type="checkbox"/>	<input type="checkbox"/>
c. A retention bonus or stipend after each year of leading a turnaround school	<input type="checkbox"/>	<input type="checkbox"/>
d. A performance-based bonus or stipend specifically for leaders of turnaround schools	<input type="checkbox"/>	<input type="checkbox"/>
e. A performance-based bonus or stipend similar to that for which other school leaders in the district would be eligible	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please describe)	<input type="checkbox"/>	<input type="checkbox"/>

III-8. Are any nonfinancial incentives provided or available to turnaround school leaders?

- Yes
- No

<If respondent selects yes, show text box> Please list the non-financial incentives.

III-9. Who typically pays the tuition or fee (if any) for TSLP program participants from your district?

- Federal grant funds
- Participant
- School district
- Not applicable – there is no tuition or fee

III-10. After completion of the turnaround leader training, does your district provide any of the following supports to TSLP participants placed as turnaround school leaders?

	Yes	No
a. Periodic group meetings or seminars with other turnaround leaders	<input type="checkbox"/>	<input type="checkbox"/>
b. Assistance with work products like school improvement plans, budgets	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistance with individual professional development planning	<input type="checkbox"/>	<input type="checkbox"/>
d. Individual mentoring or coaching	<input type="checkbox"/>	<input type="checkbox"/>

<If respondent selects “Yes” to III-10d, present questions III-11 and III-12; if respondent selects “No” or Don’t know to III-10d, skip to question III-13>.

III-11. How long after placement is the mentor or coach available to work with the school leader? (*Select one.*)

- Less than 1 year
- 1 year
- 2 years
- More than 2 years
- As long as the leader remains in a turnaround school

III-12. About how often do mentors or coaches:

Activity	Not expected	Weekly	Twice a month	Monthly	Several times per year	Once per year
a. Maintain regular contact with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide social/emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suggest resources, strategies, or techniques to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe the leaders practicing leadership activities (e.g., conducting staff meetings, parent meetings, teacher evaluations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advise/assist participants with work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Model appropriate leadership behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide input into a summative evaluation of the participants' performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III-13. Does your district provide any of the following additional supports or resources to turnaround schools, *over and above* what typical schools in your district receive?

	Yes	No
a. Technical assistance from district staff or outside consultants	<input type="checkbox"/>	<input type="checkbox"/>
b. Additional staff or funding	<input type="checkbox"/>	<input type="checkbox"/>
c. Additional budgeting or staffing flexibility	<input type="checkbox"/>	<input type="checkbox"/>
d. A longer school day or year	<input type="checkbox"/>	<input type="checkbox"/>
e. Preferential opportunity to recruit more qualified or effective teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Financial incentives to attract or retain qualified or effective teachers	<input type="checkbox"/>	<input type="checkbox"/>
g. Nonfinancial incentives (e.g., smaller class size, planning time, reduced classroom hours) to attract or retain qualified or effective teachers	<input type="checkbox"/>	<input type="checkbox"/>

IV. Measuring the Success of Your Project

IV-1. In addition to your project’s GPRA Indicators, is your district using any locally-developed metrics to measure the project’s performance?

- Yes
- No (Skip to the end of the survey)

IV-2. Which of the following are included in your locally developed metrics?

	Yes	No
a. Percentage of participants receiving license, certification, endorsement, or degree	<input type="checkbox"/>	<input type="checkbox"/>
b. Performance of leaders on competency assessments or performance evaluation instruments designed for the project	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance of placed leaders as evaluated by state/district school administrator evaluation process (i.e., ratings of performance or effectiveness)	<input type="checkbox"/>	<input type="checkbox"/>
d. Participants’ perceptions of the project	<input type="checkbox"/>	<input type="checkbox"/>
e. Supervisors’ perceptions of participants	<input type="checkbox"/>	<input type="checkbox"/>
f. School climate/culture in leaders’ schools	<input type="checkbox"/>	<input type="checkbox"/>
g. Achievement gaps in leaders’ schools	<input type="checkbox"/>	<input type="checkbox"/>
h. Retention of participants remaining as a leader of a high-need or SIG school after training or placement	<input type="checkbox"/>	<input type="checkbox"/>
i. Other _____	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

Implementation Study of the Turnaround School Leaders Program

Training Partner Survey

Introduction

The Implementation Study of the Turnaround School Leaders Program (TSLP) is examining how grantees recruit, develop, support, and retain leaders for turnaround schools. This study is being conducted by Westat and its partner, Policy Studies Associates, for the United States (U.S.) Department of Education, Policy and Program Studies Service.

This survey is part of the study. Your responses are critical to drawing lessons about the implementation of the Turnaround School Leaders Program.

The survey includes four sections:

1. The roles project partners play in implementing projects and achieving project goals.
2. How grantees are adapting to challenges in implementing their projects.
3. How projects recruit, select, place, develop, and support leadership candidates
4. How grantees are measuring the success of their TSLP projects.

Responses to this data collection will be used only for research purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is: 1875-0283. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

I. Partner Roles

I-1. Which of the following roles does your organization play in the project? *(Please select one in each row.)*

Project function	Role					
	Not involved	Participate in discussions about this function	Assist other partners with primary responsibility	Share responsibility for this function equally with other partners	Primarily responsible for function with help from others	Solely responsible for this function
Conceptualizing the overall project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying turnaround leadership skills or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting leaders or aspiring leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing selection criteria for accepting applicants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making the decision to select an applicant into the turnaround leader training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing training content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing coaching or mentoring to project participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing criteria for assessing participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating participant performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding who will be graduated from the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing ongoing support for placed leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding how to measure the success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating the overall success of the TSLP project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I-2. Is there a memorandum of understanding (MOU) or other written agreement documenting the roles and responsibilities of each partner organization?

- Yes
- No
- Other _____

I-3. What were your two biggest successes in making your partnership work?

Text box for open-ended response

I-4. What were your two biggest challenges in making your partnership work?

Text box for open-ended response

II. Project Changes and Sustainability

II-1. Has your TSLP project changed in any of the following areas since you received the grant?

a. Recruitment of current or potential leaders

- Yes
- No
- Don't know

- If respondent selects Yes, the next page should be displayed as follows.

How important were the following potential reasons for changes in the recruitment of current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
a.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Methods of selecting project participants

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the methods of selecting project participants?

Potential reason	Not a factor	Contributing factor	Main factor
b.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Content of turnaround leadership professional development

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the content of turnaround leadership professional development?

Potential reason	Not a factor	Contributing factor	Main factor
c.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Mentoring or coaching provided to current or potential leaders

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the mentoring or coaching provided to current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
d.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Incentives for current or potential leaders to participate

- Yes
- No
- Don't know

How important were the following potential reasons for changes in incentives for current or potential leaders?

Potential reason	Not a factor	Contributing factor	Main factor
e.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Change in the population of schools being served

- Yes
- No
- Don't know

How important were the following potential reasons for changes in the population of schools being served?

Potential reason	Not a factor	Contributing factor	Main factor
f.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Changing professional development or support providers

- Yes
- No
- Don't know

How important were the following potential reasons for changing professional development or support providers?

Potential reason	Not a factor	Contributing factor	Main factor
g.1 Developed better methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.2 Change in state or district policies or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.3 Changes in capacity or commitment of other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.4 Input from program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.5 Financial constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.6 Change in the demand for turnaround leaders (e.g., more or fewer vacancies than expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.7 Other (please describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Use the text box below to describe any other major changes not covered above and the reasons the changes were made.

Text box for open-ended response

II-2. Do you expect that your organization will continue to work with the partner districts on preparing turnaround school leaders after the TSLP grant ends?

- Yes
- No (skip to question III-1)
- Don't know (skip to question III-1)

II-3. Do you expect the partners to continue to work together in any of the following ways? (*Please select all that apply*)

- To identify or recruit potential turnaround leaders
- To provide input on the training/preparation needs of turnaround school leaders
- To select or place leaders for turnaround schools
- To provide training or development opportunities specifically targeted to turnaround school leaders
- To provide coaching or mentoring support to turnaround school leaders
- To help districts assess the training/development needs or performance of turnaround school leaders
- Other (Please describe) _____

III. Recruitment, Selection, Development, Placement, Evaluation, Support, and Retention

III-1. Does your organization do any of the following to identify potential candidates for turnaround school leadership *before* they become school leaders or apply to participate in your TSLP project?

- Seek referrals from peers or existing school leaders
- Collect and analyze information on prior performance of existing staff
- Develop or review skills inventories
- Obtain lists of those currently in teacher leader roles or other positions along the leadership pipeline
- Use historical data patterns to identify the initial career paths of successful school leaders
- Use historical data patterns to identify where successful turnaround leaders were recruited in the past
- Other _____

III-2. About how much training time does your project allocate to each of the following topics when preparing TSLP participants?

Topic	Much less than most other topics	Somewhat less than most other topics	About the same as most other topics	Somewhat more than most other topics	Much more than most other topics
a. Developing/communicating a school vision or strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing a positive school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher recruitment, selection, retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Monitoring/evaluating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Selecting instructional models or curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Culturally relevant/responsive pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use of data for instructional and project decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Parent communication/engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Community engagement/partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Communication/interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Student behavior/engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Resource allocation and budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Technology use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Add NA option to rows a through l.

III-3. Does your organization provide participants with a mentor or coach *during* the TSLP training?

- Yes
- No (skip to III-5)

III-4. About how often do mentors or coaches:

Activity	Not expected	Weekly	Twice a month	Monthly	Several times per year	Once per year
a. Maintain regular contact with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide social/emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suggest resources, strategies, or techniques to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe the leaders performing leadership activities (e.g., conducting staff meetings, parent meetings, teacher evaluations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advise/assist participants with work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Model appropriate leadership behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide input into a summative evaluation of the participants' performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III-5. How often are the following learning practices/instructional strategies used as part of the coursework in your TSLP project's leadership training?

Practice/strategy	Not used	Used once	Used 2 or 3 times	Used 4 times or more
a. Field-based projects in which aspiring turnaround leaders apply ideas in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analysis and discussion of field-based problems or problem-based learning approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Action research or inquiry projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analysis and discussion of case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A portfolio demonstrating aspiring turnaround leaders' learning and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III-6. Does the coursework in your TSLP project's leadership training include a capstone or culminating project?

- a. Required
- b. Optional
- c. Not included
- d. Other (Specify _____)

III-7. To evaluate participants, does your organization use: (Select NA in the appropriate column if your project has no participants to whom the column applies.)

	For participants who are currently school leaders			For participants who are <i>not</i> currently school leaders		
	Yes	No	NA	Yes	No	NA
a. Course grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observation of practice by mentor, supervisor, or project staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Self-assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Review of artifacts such as school improvement plans, budgets, or meeting agendas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Staff surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parent surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student achievement growth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other student outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III-8. What roles does your organization play in deciding where turnaround leaders who complete the TSLP training are placed? (*Select all that apply*)

- Not involved in the placement decision <Skip to question III-11>
- Screen or assess qualifications for leading a turnaround school
- Participate in deliberations about candidate fit
- Recommend hiring or placement
- Make final hiring/placement decision (subject to district governing board or committee approval)

III-9. When are aspiring turnaround leaders (those not currently leading a SIG, SIG-eligible, or turnaround school) matched with a leadership position in a turnaround school? (*Select one.*)

- Not applicable; our project includes only leaders who currently lead turnaround schools <Skip to question III-11>
- Before they apply to the project (e.g., applicant or sponsor designates school of placement)
- At the time they apply to or are accepted into the turnaround leader training
- During their training
- After the completion of their training
- Other (Please describe in text box below.)

III-10. In general, how important is each of the following when making placement decisions?

	Not important	Somewhat important	Important	Very important
a. Prior experience in the potential placement school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prior experience in a similar school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance during the development project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Prior experience in the placement district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Experience/expertise with specific school improvement/turnaround strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other forms of leadership experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation of Turnaround Leaders

III-11. To evaluate participants, does your organization use: (Select NA in the appropriate column if your project has no participants to whom the column applies.)

	For participants who are currently school leaders			For participants who are <i>not</i> currently school leaders		
	Yes	No	NA	Yes	No	NA
a. Course grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observation of practice by mentor, supervisor, or project staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Self-assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Review of artifacts such as school improvement plans, budgets, or meeting agendas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Staff surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parent surveys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student achievement growth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other student outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ongoing Support for Leaders

III-12. After completion of the turnaround leader training, does your organization provide any of the following supports to participants placed as turnaround leaders?

	Yes	No
a. Periodic group meetings or seminars with other turnaround leaders	<input type="checkbox"/>	<input type="checkbox"/>
b. Assistance with work products like school improvement plans, budgets	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistance with individual professional development planning	<input type="checkbox"/>	<input type="checkbox"/>
d. Individual mentoring or coaching	<input type="checkbox"/>	<input type="checkbox"/>

<If respondent selects “Yes” to III-12d, present questions III-13 and III-14; if respondent selects “No” or Don’t know to III-12d, skip to question IV-1>.

III-13. How long after completing the turnaround leader training is the mentor or coach available to work with the placed or aspiring leaders? (*Select one.*)

- Less than 1 year
- 1 year
- 2 years
- More than 2 years
- As long as the leader remains in a turnaround school

III-14. About how often do mentors or coaches:

Activity	Not expected	Weekly	Twice a month	Monthly	Several times per year	Once per year
a. Maintain regular contact with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide social/emotional support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suggest resources, strategies, or techniques to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe the leaders performing leadership activities (e.g., conducting staff meetings, parent meetings, teacher evaluations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Advise/assist participants with work assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Model appropriate leadership behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide input into a summative evaluation of the participants’ performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Measuring the Success of Your Project

IV-1. In addition to your project’s *GPRA* Indicators, is your organization using any locally-developed metrics to measure the project’s performance?

- Yes
- No (Skip to the end of the survey)
- Don’t know (skip to the end of the survey)

IV-2. Which of the following are included in your locally developed metrics?

	Yes	No
a. Percentage of participants receiving license, certification, endorsement, or degree	<input type="checkbox"/>	<input type="checkbox"/>
b. Performance of leaders on competency assessments or performance evaluation instruments designed for the project	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance of placed leaders as evaluated by state/district school administrator evaluation process (i.e., ratings of performance or effectiveness)	<input type="checkbox"/>	<input type="checkbox"/>
d. Participants’ perceptions of the project	<input type="checkbox"/>	<input type="checkbox"/>
e. Supervisors’ perceptions of participants	<input type="checkbox"/>	<input type="checkbox"/>
f. School climate/culture in leaders’ schools	<input type="checkbox"/>	<input type="checkbox"/>
g. Achievement gaps in leaders’ schools	<input type="checkbox"/>	<input type="checkbox"/>
h. Retention of participants remaining as a leader of a high-need or SIG school after training or placement	<input type="checkbox"/>	<input type="checkbox"/>
i. Other _____	<input type="checkbox"/>	<input type="checkbox"/>
j. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

Project Director Interview Protocol

Introduction

Thank you for agreeing to talk to me. My name is [NAME], and I work for [ORGANIZATION], one of the partner organizations the U.S. Department of Education has contracted with to conduct this study.

This study is about how the Turnaround School Leaders Program (TSLP) is being implemented by [PROJECT NAME]. We are talking to a variety of project partners to gain a detailed picture of your project. We will be asking about partnerships, identification and recruitment of school leaders, pre-service training, ongoing support of school leaders, and program performance.

The interview should take about 90 minutes.

[Have respondent read and sign consent form]

Do you have any questions before we begin?

[Start audio recorder]

Respondent information

- 1. Let's just start with some background information. How long have you worked for [insert project name]? Would you give me a quick overview of your main responsibilities as [insert respondent position]? What other professional experiences have you had in either school leadership or school turnaround?**
 - Listen for and probe as necessary for connection to TSLP specifically and school leadership and school turnaround more generally.**

Partnerships between LEAs and partner organizations

Topics for this section:

- Shared Vision (desired leadership standards/outcomes)**
- Identification and division of roles and responsibilities**
- Authority (memoranda of understanding, "final say")**

2. **How was your TSLP partnership formed? Why do you think the partners joined together?**
 - Were the partners already working together?
 - [If new partners] Why were the new partners selected?
3. **What leadership standards, competencies, or expected behaviors has your TSLP project identified as necessary for turnaround leaders? How did your project identify these standards and competencies?**
4. **Think about [the districts' participating in this TSLP grant/your district's] current leadership standards and job descriptions.**
 - How well aligned are current leadership standards and job descriptions to district school turnaround strategies and the TSLP project?
 - What changes, if any, have been made to the leadership standards or job descriptions due to the TSLP project?
 - What challenges have you experienced aligning your leadership standards or job descriptions with [the TSLP/those of participating districts]?
5. **Tell me about the process of working with [this district/these districts (for development providers)/ this development provider (for districts)].**
 - Do MOUs or other agreements exist that describe partners' roles and responsibilities? How, if at all, have these MOUs changed since the project's inception?
 - [If MOU/agreement exists] What were the challenges associated with negotiating MOUs/agreements?
 - **How closely did you think your [district's, organization's] vision for the TSLP project aligned with those of the other partners?**
6. **How are responsibilities of the partners divided or shared for...:**
 - ...project design and management?
 - ...selection of participants?
 - ...curriculum development?
 - ...delivery of content?
 - ...assessment of participants? and
 - ...ongoing support after placement?
7. **Overall, how is the partnership working out among the organizations involved in this TSLP project?**
 - **What strengths do the different partners bring to the project?**
 - **Could you provide an example of a situation that showed the strength of the partnership?**

- **What challenges has your project experienced in developing and maintaining partnerships? How have these been addressed?**

Identification of leaders

Topics for this section:

- **Recruitment (identification of talent pools of vetted, qualified aspirants)**
 - **Selection (criteria, process)**
 - **Hiring/placement (criteria, process)**
8. For a typical participant please describe the entire process from recruitment to placement.
- Eligibility requirements, recruitment methods, and staff or organizations involved.
 - Selection process.
 - Selecting candidates from the applicant pool.
 - Placing project participants in schools.
9. How do these processes differ from those for leaders of non-turnaround schools?

To what extent has the TSLP project built on previous leadership program pipeline efforts?

Pre-service development and training of leaders

Topics for this section:

- **Supervision**
 - **Professional development (design, content, assessment)**
10. **Please describe the training and development your project provides to turnaround school leaders.**
- What skills or competencies does the training emphasize?
 - **How did you decide on these particular skills or competencies?**
 - How do these competencies relate to district strategies for turning around schools?
 - **Were the specific strategies of the SIG turnaround or transformation models considered in deciding which skills or competencies to emphasize? Why or why not?**
 - To what extent does your project involve problem-based instruction?
 - **To what extent does your pre-service preparation involve a cohort model for aspiring leaders?**
 - **To what extent is your pre-service preparation aligned with [the districts' participating in this TSLP grant/your district's] standards or strategy for school leadership and school turnaround?**
 - **[If applicable] How did you align your project with district standards or strategies?**

11. What are the arrangements for on-the-job learning?

- **Is there a residency placement, or do participants carry out project-related assignments in their regular jobs?**

12. To what extent does the time to complete your project vary for different aspiring leaders?

- [If time to complete varies] **What are the main reasons that the time-to-complete varies?**

13. What positions do participants tend to move into upon completion of the project (within the year after completion)? What proportion are teachers, assistant principals, and principals?

Ongoing support for leaders

Topics for this section

- **Mentoring/Coaching (design, content)**
- **In-service Professional Development (design, content)**
- **Placement and Retention Incentives (design, perceived utility)**
- **Leader Evaluation (criteria, procedures)**

14. What types of support do you provide to leaders following placement in turnaround schools?

- **Describe any mentoring or coaching provided to leaders.**
- **Describe in-service professional development (content, frequency).**

15. Do you provide any financial or non-financial incentives for leaders to take or stay in a leadership job in turnaround schools? Are any of these incentives performance-based? Please describe.

- [If incentives mentioned] **Have these incentives affected recruiting and retention of effective leaders in the turnaround schools?**

16. Are participants in the project evaluated differently from other school leaders? If so, how?

- [If participants are evaluated differently] **Could you share an example of the performance measures (e.g., professional practice rubric)?**

17. How often do participants get feedback on their performance?

- **What kind of feedback do they get? Could you provide some examples?**

Program performance

Topics for this section

- Data collection (indicators, procedures, maintenance)
- Assessment metrics (design, use)
- Analysis (responsible parties, methods)
- Results (early themes, dissemination)
- Ongoing improvement
- Adaptations post-applications
- Challenges faced during implementation

18. How, if at all, are project, partner, and district data on candidates brought together into a single data system?

- If there is a single system, who administers it?
- What have been the challenges in integrating data systems and combining data?
- How are these data used in selecting participants for the TSLP project and placing candidates after completion?
- [If lead agency is not a school district] How do you get access to this data?

19. Have you used the *GPR*A indicators to measure project outcomes?

- [If yes] In what ways have they been informative?
- Have you modified the project to align with the *GPR*A measures? How?

20. What other metrics, if any, have you used to measure the outcomes of your TSLP project?

- How have you used the findings from these metrics to modify the project?

21. How would you describe the strengths and weaknesses of new turnaround leaders in [the districts participating in this TSLP grant/your district]?

22. What are the biggest remaining challenges in [the districts participating in this TSLP grant/your district's] development of turnaround leaders?

23. What changes have been made to your project since your application? Why were these changes made?

- What challenges have you faced in implementing your original plans?
- How have you made decisions about adjustments to the project?
- How have you used data and research evidence to make these changes?
- How has your thinking about the project overall changed as a result of needing to make these changes?

Lessons learned

24. We are interested in any lessons from your TSLP project that might be informative to other states and districts. Could you describe examples of strategies that worked well and examples of challenges related to the following:

- **Essential features of a beneficial partnership seeking to prepare leaders?**
- Recruitment, selection, and placement of leaders?
- Pre-service development and training of leaders?
- **Ongoing support for leaders?**
- **Measuring program performance?**

25. After the TSLP grant ends, what will the next steps be for you, the project, and your partners?

- **What steps, if any, will you take to maintain the project work?**

26. What steps, if any, has/have participating districts taken to develop a long-term pipeline for turnaround school leaders?

- [If respondent describes steps taken] How has the TSLP project contributed to developing a long-term pipeline for turnaround school leaders?
- [If no] What could the project have done differently to help develop such a pipeline?

District Respondent Interview Protocol

Introduction

Thank you for agreeing to talk to me. My name is [NAME], and I work for [ORGANIZATION], one of the partner organizations the U.S. Department of Education has contracted with to conduct this study.

This study is about how the Turnaround School Leaders Program (TSLP) is being implemented by [PROJECT NAME]. We are talking to a variety of project partners to gain a detailed picture of your project. We will be asking about partnerships, identification and recruitment of school leaders, pre-service training, ongoing support of school leaders, and program performance.

The interview should take about an hour.

[Have respondent read and sign consent form]

Do you have any questions before we begin?

[Start audio recorder]

Respondent information

1. **Let's just start with some background information. How long have you worked for [insert project name]? Would you give me a quick overview of your main responsibilities as [insert respondent position]? What other professional experiences have you had in either school leadership or school turnaround?**
 - Listen for and probe as necessary for connection to TSLP specifically and school leadership and school turnaround more generally.

Partnerships between LEAs and partner organizations

Topics for this section:

- Shared Vision (desired leadership standards/outcomes)
 - Identification and division of roles and responsibilities
 - Authority (memoranda of understanding, "final say")
2. **What leadership standards, competencies, or expected behaviors has your TSLP project identified as necessary for turnaround leaders? How did your project identify these standards and competencies?**

3. **Think about [the districts' participating in this TSLP grant/your district's] current leadership standards and job descriptions.**
 - How well aligned are current leadership standards and job descriptions to district school turnaround strategies and the TSLP project?
 - **What changes, if any, have been made to the leadership standards or job descriptions due to the TSLP project?**
 - **What challenges have you experienced aligning your leadership standards or job descriptions with [the TSLP/those of participating districts]?**
4. **When you first heard about the TSLP grant, in what ways did you expect that it would support your district's school leadership and school turnaround work?**
 - **To help you recruit better leaders?**
 - **To help you develop better leaders?**
 - **To give you access to more resources for turnaround work?**
 - **To support specific turnaround strategies, such as replacing existing principals?**
 - **To build district capacity to develop and support school leaders?**
5. **How do you think the TSLP project fits or aligns with the district's broader strategy for turning around its lowest performing schools?**
 - **How does the project fit with or support other district initiatives?**
6. **Tell me about the process of working with your partners in the TSLP project.**
 - Do MOUs or other agreements exist that describe partners' roles and responsibilities? How, if at all, have these MOUs changed since the project's inception?
 - [If MOU/agreement exists] What were the challenges associated with negotiating MOUs/agreements?
 - **How closely did you think your district's, vision for the TSLP project align with those of the other partners?**
 - **Why do you think the partners decided to join together? Why did your district become a partner?**
7. Please describe how responsibilities of the partners are divided or shared for:
 - project design and management,
 - selection of participants,
 - curriculum development,
 - delivery of content,
 - assessment of participants, and
 - ongoing support after placement.

8. Overall, how is the partnership working out among the organizations involved in this TSLP project?
- What strengths do the different partners bring to the project?
 - Could you provide an example of a situation that showed the strength of the partnership?
 - What challenges has your project experienced in developing and maintaining partnerships? How have these been addressed?

Identification of leaders

Topics for this section:

- Recruitment (identification of talent pools of vetted, qualified aspirants)
 - Selection (criteria, process)
 - Hiring/placement (criteria, process)
9. For a typical participant please describe the entire process from recruitment to placement.
- Eligibility requirements, recruitment methods, and staff or organizations involved.
 - Selection process.
 - Selecting candidates from the applicant pool.
 - Placing project participants in schools.
 - How do these processes differ from those for leaders of non-turnaround schools?

Pre-service development and training of leaders

Topics for this section:

- Supervision
 - Professional development (design, content, assessment)
10. Please describe the training and development your project provides to turnaround school leaders.
- What skills or competencies does the training emphasize?
 - How did you decide on these particular skills or competencies?
 - How do these competencies relate to district strategies for turning around schools?
 - Were the specific strategies of the SIG turnaround or transformation models considered in deciding which skills or competencies to emphasize? Why or why not?
 - To what extent does your project involve problem-based instruction?
 - To what extent does your pre-service preparation involve a cohort model for aspiring leaders?
 - To what extent is your pre-service preparation aligned with your district's standards or strategy for school leadership and school turnaround?
 - [If applicable] How did you align your project with district standards or strategies?

11. What are the arrangements for on-the-job learning? Is there a residency placement, or do participants carry out project-related assignments in their regular jobs?
12. To what extent does the time to complete your program vary for different aspiring leaders?
 - [If time to complete varies] What are the main reasons that the time-to-complete varies?
13. **What positions do participants tend to move into upon completion of the program (within the year after completion)? What proportion are teachers, assistant principals, and principals?**

Ongoing support for leaders

Topics in this section:

- **Mentoring/Coaching (design, content)**
- **In-service Professional Development (design, content)**
- **Placement and Retention Incentives (design, perceived utility)**
- **Leader Evaluation (criteria, procedures)**

14. What supports did your district provide to school leaders before the TSLP grant?
15. In what ways, if at all, have your district's systems of leader support, particularly for turnaround leaders, changed? What are the likely reasons for any changes?
 - Have there been changes in mentoring and coaching provided by district staff, mentoring and coaching provided by outside providers, peer support networks, other professional development (i.e., not TSLP-supported), approaches to targeting support for individual leaders?
 - Probe for changes in intensity, duration, content, PD provider, release time, etc.
 - What challenges, if any, were encountered in aligning existing supports for school leaders with those provided by the TSLP project? How were these addressed?
16. Do you provide any financial or non-financial incentives for leaders to take or stay in a leadership job in turnaround schools? Are any of these incentives performance-based? Please describe.
 - [If provide incentives] Have these incentives affected recruitment and retention of effective turnaround leaders in the schools?
17. Are participants in the project evaluated differently from other school leaders? If so, how?
 - [If participants are evaluated differently] Could you share an example of the performance measures (e.g., professional practice rubric)?
18. **How often do participants get feedback on their performance?**
What kind of feedback do they get? Could you provide some examples?

Program performance

Topics for this section:

- Data collection (indicators, procedures, maintenance)
- Assessment metrics (design, use)
- Analysis (responsible parties, methods)
- Results (early themes, dissemination)
- Ongoing improvement
- Adaptations post-applications
- Challenges faced during implementation

19. How, if at all, are project, partner, and district data on candidates brought together into a single data system?

- If there is a single system, who administers it?
- What have been the challenges in integrating data systems and combining data?
- How are these data used in selecting participants for the TSLP project and placing candidates upon completion?

20. How would you describe the strengths and weaknesses of new turnaround leaders in [the districts participating in this TSLP grant/your district]?

21. What have been the biggest changes in your district in the development of turnaround leaders in the past three years?

- Has the quality of the pool of potential leaders improved?
- Has the quality of the pre-service professional development available for potential turnaround leaders improved?
- Has the support provided to newly placed turnaround leaders improved?
- Has retention of effective turnaround leaders improved?

22. How does this project fit into your district's overall strategy for turning around low performing schools?

23. What are the biggest remaining challenges in your district's development of turnaround leaders?

24. What changes have been made to your project since your application? Why were these changes made?

- What challenges have you faced in implementing your original plans?
- How have you made decisions about adjustments to the project?
- How have you used data and research evidence to make these changes?
- How has your thinking about the project overall changed as a result of needing to make these changes?

Lessons learned

25. We are interested in any lessons from your TSLP project that might be informative to other states and districts. Could you describe examples of strategies that worked well and examples of challenges related to the following:

- **Essential features of a beneficial partnership seeking to prepare leaders?**
- Recruitment, selection, and placement of leaders?
- Pre-service development and training of leaders?
- **Ongoing support for leaders?**
- **Measuring program performance?**

26. After the TSLP grant ends, what will the next steps be for you, the project, and your partners?

- **What steps, if any, will you take to maintain the project work?**

27. What steps, if any, has your district taken to develop a long-term pipeline for turnaround school leaders? Do you have a sustainability plan or goals?

- [If respondent describes steps taken] How has the TSLP project contributed to developing a long-term pipeline for turnaround school leaders?
- (If no) What could the project have done differently to help develop such a pipeline?

Training Partner Interview Protocol

Introduction

Thank you for agreeing to talk to me. My name is [NAME], and I work for [ORGANIZATION], one of the partner organizations the U.S. Department of Education has contracted with to conduct this study.

This study is about how the Turnaround School Leaders Program (TSLP) is being implemented by [PROJECT NAME]. We are talking to a variety of project partners to gain a detailed picture of your project. We will be asking about partnerships, identification and recruitment of school leaders, pre-service training, ongoing support of school leaders, and program performance.

The interview should take about an hour.

[Have respondent read and sign consent form]

Do you have any questions before we begin?

[Start audio recorder]

Respondent information

1. **Let's just start with some background information. How long have you worked for [insert project name]? Would you give me a quick overview of your main responsibilities as [insert respondent position]? What other professional experiences have you had in either school leadership or school turnaround?**
 - Listen for and probe as necessary for connection to TSLP specifically and school leadership and school turnaround more generally.

Partnerships between LEAs and partner organizations

Topics for this section:

- Shared Vision (desired leadership standards/outcomes)
 - Identification and division of roles and responsibilities
 - Authority (memoranda of understanding, "final say")
2. **What leadership standards, competencies, or expected behaviors has your TSLP project identified as necessary for turnaround leaders? How did your project identify these standards and competencies?**

3. **Think about [the districts' participating in this TSLP grant/your district's] current leadership standards and job descriptions.**
 - How well aligned are current leadership standards and job descriptions to district school turnaround strategies and the TSLP project?
 - **What changes, if any, have been made to the leadership standards or job descriptions due to the TSLP project?**
 - **What challenges have you experienced aligning your leadership standards or job descriptions with [the TSLP/those of participating districts]?**
4. **Tell me about the process of working with this district/these districts.**
 - Do MOUs or other agreements exist that describe partners' roles and responsibilities? How, if at all, have these MOUs changed since the project's inception?
 - [If MOU/agreement exists] What were the challenges associated with negotiating MOUs/agreements?
 - **How closely did you think your organization's vision for the TSLP project aligned with those of the other partners?**
 - **Why do you think the partners decided to join together? Why did your organization become a partner?**
5. Please describe how responsibilities of the partners are divided or shared for:
 - project design and management,
 - selection of participants,
 - curriculum development,
 - delivery of content,
 - assessment of participants, and
 - ongoing support after placement.
6. **Overall, how is the partnership working out among the organizations involved in this TSLP project?**
 - **What strengths do the different partners bring to the project?**
 - **Could you provide an example of a situation that showed the strength of the partnership?**
 - **What challenges has your project experienced in developing and maintaining partnerships? How have these been addressed?**

Identification of leaders

Topics for this section:

- **Recruitment (identification of talent pools of vetted, qualified aspirants)**
 - **Selection (criteria, process)**
 - **Hiring/placement (criteria, process)**
7. For a typical participant please describe the entire process from recruitment to placement.
- Eligibility requirements, recruitment methods, and staff or organizations involved.
 - Selection process.
 - Selecting candidates from the applicant pool.
 - Placing project participants in schools.
 - How do these processes differ from those for leaders of non-turnaround schools?

Pre-service development and training of leaders

Topics for this section:

- **Supervision**
 - **Professional development (design, content, assessment)**
8. **Please describe the training and development your project provides to turnaround school leaders.**
- What skills or competencies does the training emphasize?
 - **How did you decide on these particular skills or competencies?**
 - How do these competencies relate to district strategies for turning around schools?
 - **Were the specific strategies of the SIG turnaround or transformation models considered in deciding which skills or competencies to emphasize? Why or why not?**
 - To what extent does your project involve problem-based instruction?
 - To what extent does your pre-service preparation involve a cohort model for aspiring leaders?
 - **To what extent is your pre-service preparation aligned with participating districts' standards or strategy for school leadership and school turnaround?**
 - **[If applicable] How did you align your project with district standards or strategies?**
9. **What are the arrangements for on-the-job learning? Is there a residency placement, or do participants carry out project-related assignments in their regular jobs?**
10. To what extent does the time to complete your program vary for different aspiring leaders?
- [If time-to-complete varies] What are the main reasons that the time-to-complete varies?
11. **What positions do participants tend to move into upon completion of the program (within the year after completion)? What proportion are teachers, assistant principals, and principals?**

Ongoing support for leaders

Topics in this section:

- **Mentoring/Coaching (design, content)**
 - **In-service Professional Development (design, content)**
 - **Placement and Retention Incentives (design, perceived utility)**
 - **Leader Evaluation (criteria, procedures)**
12. Besides providing training and development, what other services do you provide to districts to support turnaround leaders after their placement? Which leaders receive services?
- What is the content of the services provided?
 - How is this support coordinated with other service providers (e.g., regular district professional development, coaches, or central office consultants)?
 - How were the leaders selected to receive ongoing post-placement support?
 - How many participate in the ongoing support?
 - How frequently do these leaders receive or participate in this support?
13. Do you provide any financial or non-financial incentives for leaders to take or stay in a leadership job in turnaround schools? Are any of these incentives performance-based? Please describe.
- [If provide incentives] Have these incentives affected recruitment and retention of effective turnaround leaders in the schools?
14. Are participants in the project evaluated differently from other school leaders? If so, how?
- [If participants are evaluated differently] Could you share an example of the performance measures (e.g., professional practice rubric)?
15. **How often do participants get feedback on their performance?**
- **What kind of feedback do they get? Could you provide some examples?**

Program performance

Topics for this section:

- **Data collection (indicators, procedures, maintenance)**
- **Assessment metrics (design, use)**
- **Analysis (responsible parties, methods)**
- **Results (early themes, dissemination)**
- **Ongoing improvement**
- **Adaptations post-applications**
- **Challenges faced during implementation**

16. How, if at all, are project, partner, and district data on candidates brought together into a single data system?
- If there is a single system, who administers it?
 - What have been the challenges in integrating data systems and combining data?
 - How are these data used in selecting participants for the TSLP project and placing candidates upon completion?
17. **How would you describe the strengths and weaknesses of new turnaround leaders in the districts participating in this TSLP grant?**
18. **What are the biggest remaining challenges in the participating districts' development of turnaround leaders?**
19. **What changes have been made to your project since your application? Why were these changes made?**
- What challenges have you faced in implementing your original plans?
 - **How have you made decisions about adjustments to the project?**
 - **How have you used data and research evidence to make these changes?**
 - **How has your thinking about the project overall changed as a result of needing to make these changes?**

Lessons learned

20. **We are interested in any lessons from your TSLP project that might be informative to other states and districts. Could you provide examples of strategies that worked well and examples of challenges related to the following:**
- **Essential features of a beneficial partnership seeking to prepare leaders?**
 - Recruitment, selection, and placement of leaders?
 - Pre-service development and training of leaders?
 - **Ongoing support for leaders?**
 - **Measuring program performance?**
21. **After the TSLP grant ends, what will the next steps be for you, the project, and your partners?**
- **What steps, if any, will you take to maintain the project work?**
22. **What steps, if any, have participating districts taken to develop a long-term pipeline for leaders for turnaround schools?**
- [If respondent describes steps taken] How has the TSLP project contributed to developing a long-term pipeline for turnaround school leaders?
 - [If no] What could the project have done differently to help develop such a pipeline?

Protocol 1: For Aspiring Leaders

Introduction

Thank you for agreeing to participate in this focus group.

My name is _____, and I work for _____, one of the partner organizations the U.S. Department of Education has contracted with to conduct the study.

This study is about how the Turnaround School Leaders Program is being implemented by <insert Project Name>. We are using these focus groups to hear from people like you being trained as turnaround leaders through the project.

We will be asking about how you were recruited and selected for the program, the training and support you received, and what aspects of the program you think should be continued or changed.

The focus group will take no more than 60 minutes.

[Read the focus group consent form and obtain verbal consent from every participant, including consent for audio recording]

To make sure everyone has a chance to be heard, and to maintain confidentiality, we ask that you follow these ground rules:

- Everyone should speak, balance their air time, and take turns.
- Discuss the questions as a group, responding to each other and not just to the facilitators.
- Don't be afraid to raise contrasting viewpoints, even if most participants appear to agree with a statement.
- The facilitators may ask for examples, as well as a show of hands to indicate agreement or disagreement with statements made by others.
- Please do not discuss or repeat the comments made by your fellow focus group members outside of the focus group.

Do you have any questions before we begin?

[Start two audio recorders]

Respondent Information

1. **We would like a quick snapshot of who you all are. Please tell us your first name, current position, and the previous positions you have held.**

[Note whether participants were previously school leaders and note years of experience]

Identification of Leaders

Topics for this section:

- **Recruitment and selection (criteria, process)**
 - **Hiring/placement (criteria, process)**
2. Why did you choose this program to become a turnaround leader?
 3. **Think about the process you went through to be recruited and selected for this program. What is your opinion about that process? Was it a good or bad way to recruit and select turnaround school leaders? Why?**
 - How could the process be improved?

Training of Leaders

Topics for this section:

- **Training (design, content, assessment)**
 - **Mentoring/coaching (design, content)**
4. **Thinking about the training you received, what skills and aspects of turnaround school leadership does your program focus on the most (for example, using data or building school culture)?**
 5. **[If program uses a cohort approach, ask:] Did you find working in a cohort of aspiring turnaround leaders useful or not useful? Why or why not?**
 - How did the cohort work together?
 6. How was your progress assessed during the course of your training?
 7. Have you received feedback with suggestions for how you could improve?
 - What types of suggestions did you receive? What types of support did you receive in those areas?
 - How has this support helped?

8. Thinking about all the support and training you have received since beginning training to become a turnaround leader. What has been the most useful? Please explain.

- What has been the least useful to you?

9. In what areas of your work would you like to receive *more* support?

10. In what areas could the *quality* of support be improved?

11. What incentives have you received for participating in the program or do you expect to receive for taking on or staying in a leadership role in a turnaround school?

- Have these incentives influenced your decision to participate in the program?

Lessons Learned

12. If you were asked to redesign the process, what would you change? What would you keep the same?

13. Would you recommend this path to another aspiring turnaround leader?

- Why or why not?

This concludes the session. Thank you for your participation!

Protocol 2: For Placed Leaders

Introduction

Thank you for agreeing to participate in this focus group.

My name is _____, and I work for _____, one of the partner organizations the U.S. Department of Education has contracted with to conduct the study.

This study is about how the Turnaround School Leaders Program is being implemented by <insert Project Name>. We are using these focus groups to hear from people like you who have been trained as turnaround leaders through the program.

We will be asking about how you were recruited and selected for the program, the training and support you received, and what aspects of the program you think should be continued or changed.

The focus group will take no more than 60 minutes.

[Read the focus group consent form and obtain verbal consent from every participant, including consent for audio recording]

To make sure everyone has a chance to be heard, and to maintain confidentiality, we ask that you follow these ground rules:

- Everyone should speak, balance their air time, and take turns.
- Discuss the questions as a group, responding to each other and not just to the facilitators.
- Don't be afraid to raise contrasting viewpoints, even if most participants appear to agree with a statement.
- The facilitators may ask for examples, as well as a show of hands to indicate agreement or disagreement with statements made by others.
- Please do not discuss or repeat the comments made by your fellow focus group members outside of the focus group.

Do you have any questions before we begin?

[Start two audio recorders]

Respondent Information

1. **We would like a quick snapshot of who you all are. Please tell us your first name, current position, and the previous positions you have had.**

[Note whether participants were previously school leaders and note years of experience]

Identification of Leaders

Topics for this section:

- **Recruitment and selection (criteria, process)**
 - **Hiring/placement (criteria, process)**
2. Why did you choose to participate in the Turnaround School Leaders Program?
 3. **Think about the process you went through to be recruited and selected for this program. What is your opinion about that process? Was it a good or bad way to recruit and select turnaround school leaders? Why?**
 - How could the process be improved?

Training of Leaders

Topics for this section:

- **Training (design, content, assessment)**
 - **Mentoring/coaching (design, content)**
4. **Thinking about the training you received, what skills and aspects of turnaround school leadership did the training focus on the most (for example, using data or building school culture)?**
 5. **[If program used a cohort approach, ask:] Did you find working in a cohort of aspiring turnaround leaders useful or not useful? Why or why not?**
 - How did the cohort work together?
 6. How was your progress assessed during the course of your training?
 7. Have you received feedback with suggestions for how you could improve?
 - What types of suggestions did you receive? What types of support did you receive in those areas?
 - How has this support helped?

8. Thinking about all support and training you have received since beginning with this project, what has been the most useful? Please explain.

- What has been the least useful to you?

9. In what areas of your work would you like to receive *more* support?

10. In what areas could the *quality* of support be improved?

11. What incentives have you received for participating in the program or for taking on or staying in a leadership role in a turnaround school?

- Have these incentives influenced your decision to participate in the program?
- To continue as a leader of a turnaround school?

Lessons Learned

12. If you were asked to redesign the process, what would you change? What would you keep the same?

13. Would you recommend this project to another turnaround leader?

- Why or why not?

This concludes the session. Thank you for your participation!