

TURNAROUND SCHOOLS AND THE LEADERSHIP THEY REQUIRE

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PREPARED FOR THE CANADIAN EDUCATION ASSOCIATION



Turnaround Schools and the Leadership They Require

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FOREWORD



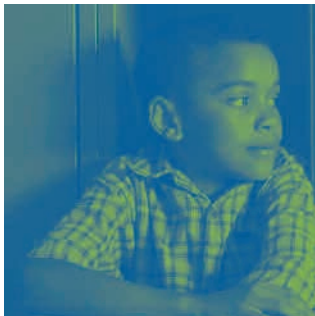
Turnaround Schools and the Leadership They Require was commissioned by the Canadian Education Association (CEA) in 2006. The research, conducted by Kenneth Leithwood and Tiiu Strauss, was a two-year study of Ontario schools identified as in need of “turnaround” meaning that a significant improvement in school achievement was required. The study examined the impact of leadership on school improvement. We believe that this report will be of value to all who strive to understand the urgency and actions required to both increase and sustain levels of achievement in schools that have been unable to meet emerging outcome standards.

Young people are constructing their identities as learners in a pluralistic society of great complexity; and more than ever, their learning is recognized as a complex social process. An enduring challenge within our school systems, and in Canadian society at large, has been our failure to adequately meet the needs of all students, especially those from the most vulnerable groups in society. The pressure emanating from this failure generates turnaround efforts of many kinds and intensities. In this study of school turnaround efforts in Ontario, the point is made that the turnaround concept itself prompts schools to confront failure and to accept responsibility for “making things right.” The study focuses on the critical role of school leadership in beginning school improvement initiatives which can ultimately, and ideally, lead to a significant increase in student performance.

Schools across the country are making efforts to ensure that they are meeting the needs of *all* students to ensure successful outcomes for *all* young people. By uncovering the processes which are evident in schools trying to increase their students’ academic performance, we begin to explore new ways of thinking about public education in the 21st century. Successful leadership practices certainly prompt change on the part of teachers and – as CEA is exploring in the *What did you do in school today?* initiative (<http://www.cea-ace.ca/res.cfm?subsection=pro&page=wdy>) – improving the educational experience of students requires the active engagement of their teachers.



Penny Milton
Chief Executive Officer
Canadian Education Association



EXECUTIVE SUMMARY



Background

The idea that underperforming schools can and should be “turned around” inserts a level of urgency, energy, and hopefulness into a longstanding professional conversation dominated until recently by the much more guarded language of “school improvement.” The turnaround concept prods us to confront failure head on and to accept responsibility for “making things right” – and not at some vague time in the distant future, but soon. This concept is also, in our view, the practical face of efforts to achieve.

There is, of course, a significant strand of theory and research about turning around underperforming organizations. Unfortunately, very little of it speaks to the unique mission and character of schools.¹ This literature is unambiguous, however, in its claim that leadership is the pivotal explanation for turnaround success. So efforts to better understand the nature of successful school turnaround processes, this suggests, would do well to begin with a focus on successful school turnaround leadership.

The province of Ontario provided an especially productive context for this research. Through its newly established *Literacy and Numeracy Secretariat*, the provincial government had, for example: established clear and ambitious targets for province-wide student achievement; poured significant new resources into districts and schools to help meet those targets; created teams of people with impressive expertise to work directly with underperforming schools; and made special funds available to schools to use for professional development and other purposes. Underperforming elementary schools could choose to be part of the province's Turnaround Teams Project, making them eligible for these additional resources and external sources of assistance. The elementary schools in the first phase of our study were chosen from the cohort of schools in the Turnaround Teams Project.

Our Approach to the Study

The study was guided by a staged conception of the school turnaround process within which successful leadership practices are enacted in forms uniquely suited to the turnaround context. These practices give rise to a set of school improvement initiatives which, if successful, prompt change on the part of teachers which leads to increased student performance. In line with considerable evidence, especially from the non-school sector, three turnaround stages were identified: Declining Performance; Crisis Stabilization; and Sustaining and Improving Performance. Within each of these stages, successful leadership was assumed to include a set of “core” leadership practices found to be successful across many locations, sectors, and conditions.² Depending on the data source, from 14 to 19 specific leadership practices were located within four broad dimensions or categories including: direction setting; developing people; redesigning the organization; and managing the instructional program. While considerable evidence suggests that these practices are used by successful leaders in a wide array of contexts, we also assumed that their enactment would change in ways highly sensitive to the contexts in which leaders found themselves. Each of the three stages of school turnaround would provide a unique context calling for different forms of enactment.

The study was carried out in two stages. During the first stage, interview data were collected in four elementary and four secondary schools (a total of 73 individual interviews, as well as eight parent focus groups and eight student focus groups). The schools were selected as successful turnarounds based on their performance over three years on Ontario's Education Quality and Accountability Office (EQAO) achievement tests in Grades 3 and 6, as well as the province's Grade 10 literacy test. During the second stage, surveys were sent to a total of 472 teachers and 36 administrators within 11 elementary schools and three secondary schools. Of these 14 schools, EQAO data were used to identify nine schools which met our criteria for being turnarounds, and five schools which were "clearly improving" from a starting point slightly below the district average to above the average within three or four years. Synthesizing the evidence from both stages of the research produced eight key findings about successful turnaround leadership.

EIGHT CLAIMS ABOUT LEADERSHIP IN TURNAROUND AND IMPROVING SCHOOLS

Results from the study concerned with successful turnaround leadership are summarized below around eight claims about leadership justified by our evidence.

1. Low-Performing Schools Require Effective Leadership to Turn Around

This is no surprise. Evidence mostly from non-school organizations portrays leadership as the major factor accounting for successful turnarounds. Results of this study are consistent with the importance attributed to leadership in school turnaround contexts, as well. None of the schools we studied reasonably could have been expected to significantly improve their students' achievement in the absence of effective leadership. All survey measures of leadership used in the study were significantly and strongly correlated with schools' improvement initiatives and teacher changes.

2. The "Core" Leadership Practices Encompass Most of What is Required to Successfully Lead a School Turnaround

Our study of turnaround leadership was framed by a four-dimensional conception of successful or core leadership practice: direction setting, developing people, redesigning the organization, and managing the instructional program. Included within these four broad dimensions are several more specific leadership acts or behaviours (14 to 19, depending on the data source). We refer to these dimensions and behaviours together as "core" leadership practices." One of our hypotheses was that these practices would encompass almost all of what leaders do in most contexts, including turning around low-performing schools.

Both the qualitative and quantitative evidence provided by the study confirm this hypothesis. In particular, when the core leadership practices were used to code the interview data about leadership from teachers, administrators, and parents, virtually no other practices were identified. The teacher survey asked respondents to rate the value of each of the core leadership practices, as experienced in their schools, to their schools' turnaround efforts. Moderately positive values were awarded to all four categories of practices with "direction setting" capturing the highest ratings, and "developing people" the lowest (an apparent contradiction to other findings about the importance of professional development). Among the specific leadership acts or behaviours rated as most valuable by respondents, three stand out: providing resources, building a learning community or collaborative culture in the school, and ensuring adequate amounts and types of professional development, which is one component of "intellectual stimulation."

3. The Core Leadership Practices Hold Approximately the Same Value for Schools Improving from an Acceptable Level of Performance as They Hold for Turnaround Schools

This claim emerges from a comparison of survey responses from teachers in turnaround and improving schools. There was very little difference between the responses of these two groups of teachers to questions about the value of the core leadership practices to their schools' efforts to improve student learning. This was the case for the following results: the ratings of value attached to each of the four categories of leadership practices; the ranking of importance attached to the four categories; and the specific leadership practices rated as being of greatest value to the schools' improvement efforts.

4. Changes in School Turnaround Processes are Accompanied by Changes in How Core Leadership Practices are Enacted

Although we hypothesized that the core leadership practices capture what successful leaders do in almost all contexts, we also hypothesized that the enactment of those practices is quite sensitive to context. In the case of turning around a school, each of the three turnaround stages presents a different context, potentially calling for different forms of leadership enactment. Results of this study support this hypothesis and provide a relatively detailed picture of how leadership enactments change as the stage of school turnaround changes.

Direction setting. These functions evolved quite noticeably during the turnaround stages, according to our evidence. At the Declining Performance stage, little explicit attention was paid to this category of practices. While some leaders had a sense of direction themselves, it was unlikely to be shared with staff, who were thus left to forge their own directions. The Crisis Stabilization stage began with a government-imposed goal for all schools not performing well, and goal setting at the school level related to that provincial goal became a prominent leadership function. Principals, and department heads at the secondary level, articulated their visions to staff. Even though there was considerable urgency to improve student performance in the eight case schools, goal setting was a shared activity and successful leaders maintained the need for the significant involvement on the part of their staff. High performance expectations flowed from the top down during the Crisis Stabilization stage, and effective channels of communication were developed to serve as a conduit for these expectations, as well as a means of ensuring agreement on goals.

Developing people. From the Declining Performance stage to the Crisis Stabilization stage, schools experienced something of a dramatic change in both the nature and quality of their capacity development efforts. Turnaround teams provided forms of professional development that teachers and principals regarded as about the most beneficial they had ever experienced. Teachers began to assume much more ownership in their own development, looked to their immediate colleagues much more as sources of insight, and valued their access to highly specialized and focused professional development resources available from outside the school. Not least, in many cases they began the Crisis Stabilization stage with a strongly felt need to change and improve their own classroom practices. This need gave considerable meaning to the capacity-building efforts in which they participated, as did the new culture of accountability for implementing new practices and improving student performance that had emerged in the turnaround schools.

Redesigning the organization. At the Declining Performance stage, school cultures encouraged individual work on the part of teachers, and structures in the school reinforced that isolation. During the Crisis Stabilization stage, these cultures, and the structures that supported them, underwent considerable modification through leaders' efforts. Collaboration was clearly valued, and teams, committees, and working groups were formed in order to both allow and encourage it. Changes in structures were also made to accommodate different approaches to literacy instruction. Connections to the wider community began to acknowledge the contribution of all levels of schooling to the success of students on provincial tests.

Managing the instructional program. From the Declining Performance stage to the Crisis Stabilization stage, the management functions carried out by leaders shifted in their purpose, from providing routine maintenance of ongoing work in the school to aligning the standard operating procedures of the school with the overall goal of significantly improving student literacy performance. For example, "staffing" evolved from simply finding a generally well-qualified teacher into locating someone with a specific set of skills to further the performance goals of the school. "Monitoring" shifted from simply scanning the environment for potential disruptions in the school's routine work to diagnosing the progress of students, assessing the impact of existing approaches to instruction, and designing strategies to meet the unique needs of individual students and groups of students.

5. Effective Turnaround School Leadership is Narrowly Distributed

Evidence as a whole about the people and groups who provide turnaround leadership was collected from teachers and principals during both the qualitative and quantitative portions of the study. These data were provided in response to questions about the relative amount of influence exercised by different people and groups during the school turnaround process, without distinguishing among turnaround stages. Results paint a quite consistent picture. Formal teacher leaders were always rated as having the greatest influence, suggesting that their content knowledge and instructional expertise were of prime importance to turnaround success. School administrators were rated second in importance in both data sets, followed by teacher teams and informal teacher leaders. In response to a direct question about relative influence, turnaround teams were rated fifth (much lower than the influence they had specifically in helping schools make the transition to the Crisis Stabilization stage). District staff, parents, and students were typically awarded least influence in both data sets.

In sum, approximately 75% of the turnaround leadership in elementary schools is provided by just three sources: principals, formal teacher leaders, and the Ministry of Education. This is also the case in secondary schools, but with the Ministry of Education replaced by district staff. Those in formal leadership roles are still identified as the source of most of the core leadership practices. In particular, principals remain key enactors of the core practices in school turnaround contexts, as they are reported to be in most other contexts.

6. As School Turnaround Processes Evolve, the Nature and Number of Sources of Leadership Change

Earlier turnaround research indicates that leadership at the beginning of the turnaround process tends to be highly focused in one person or a small team of people. As the organization begins to turn around, leadership becomes increasingly shared or collaborative. The present study also found that successful leadership took different forms at different turnaround stages. Stimulating the move from Declining Performance to Crisis Stabilization required a fairly directive and focused form of leadership, primarily from provincial policy-makers.

For secondary schools, the transition from Declining Performance to Crisis Stabilization was prompted by the decision of provincial policy-makers to make passing the Grade 10 literacy test a requirement for graduation. This requirement made it mandatory for teachers to pay attention to the test and began the process of aligning their efforts with the province's efforts. Without the intervention of policy-makers, it seems unlikely that staff in the four secondary schools in this study would have focused as much energy on improving the literacy skills of their less successful students, and certainly not in the brief span of a few years.

For elementary schools, the government's commitment to significant improvements in primary language achievement was the key stimulant for moving to the Crisis Stabilization stage. Flowing from that commitment (or focused leadership) was the establishment of the province's Literacy and Numeracy Secretariat (LNS), and the creation of turnaround teams. Although using the new resources provided by the government remained officially "optional," there was substantial pressure on schools whose students were achieving significantly below average to take advantage of these new resources. The government's vision for improved literacy was not contested by turnaround schools in this study. The initiatives created by the focused leadership of government agents, taken together, conspired to make it extremely difficult to ignore the need to act on poor student performance. After the transition to the Crisis Stabilization stage, leadership became considerably more collaborative.

Although schools in this study had not yet moved solidly into the third turnaround stage, evidence suggests that collaborative forms of leadership were likely to continue, with the sources of leadership in schools continuing to expand as the capacities of school staff expand. Some related research in contexts similar to this study suggests that principals rely primarily on expertise as the criterion for deciding who in their schools will share leadership responsibilities (Anderson et al., 2008; Leithwood et al., 2007). This expansion of leadership sources in schools is likely to be fostered at the third turnaround stage by the changed perspectives we observed among teachers, which included the following: their willingness to be held responsible for what students learned; their growing awareness of the long-term effort that would be required to sustain and improve their students' performance; a new awareness of just how interdependent were the efforts of elementary and secondary schools if student performance was to be successfully nurtured; and a much broader view of all the factors that account for student success.

7. Leaders Face Predictable Challenges in Stabilizing the Declining Performance of Schools

Across both elementary and secondary schools, the Declining Performance stage was characterized by teachers' feelings of helplessness, denial of responsibility for the learning of all students, and resistance to external intervention. School staff, aware in a general way about the relatively poor performance of their students on provincial tests, nonetheless did not see their own efforts as likely to make much difference. Rather, conditions experienced by students in their family and community environments, along with limited learning potential, were the primary explanations given for poor performance. There was little evidence of teachers working toward common goals.

Based on such an explanatory framework, it was difficult for school staff to accept responsibility for turning around their students' poor performance. This contributed to an attitude on the part of staff that provincial efforts were largely irrelevant or not to be taken seriously. With a view of their own expertise as being unrelated to the performance of many of their students, school staff at this stage had difficulty seeing much value in complying with external pressures to improve their students' performance.

These results appear to be predictable, since other studies of low-performing schools in widely different locations have reported very similar challenges (e.g., Duke et al., 2007; Muijs et al., 2004; Nicolaidou & Ainscow, 2005; Potter, Reynolds & Chapman, 2002).

8. Leaders Move their Schools from “Declining Performance” to “Crisis Stabilization” by Changing Teacher Attitudes and School Cultures

The challenge for leaders in moving their schools to the Crisis Stabilization stage can be summed up as the need to foster three sets of beliefs among teachers:

- All students are capable of learning when appropriate instruction is provided.
- While a student’s family background has important consequences for their learning, schools are able to more than compensate for the effects of challenging family circumstances.
- What schools need to do in order for all students to achieve at improved levels is known, can be learned, and requires everyone in the school to work toward common goals.

Transition to the Crisis Stabilization stage, initially prompted by ministry policy initiatives, and also widely supported by districts, was accompanied by important shifts in both attitudes such as these, and in the school’s culture. Many teachers began to believe that the province’s focus on literacy and numeracy was in the best interest of their students, and many adopted this focus as their own. All department heads in the four secondary schools included in the first phase of the study began to take responsibility for including literacy instruction in their lessons in each subject area.

The quality of professional development that teachers received during this period was widely regarded as among the best they had ever experienced, and principals began to hold teachers accountable for implementing what they had learned. Teachers demonstrated significantly greater willingness to work collaboratively with their colleagues, and a sense of school-wide responsibility for student success began to pervade the professional cultures of these schools. Staff no longer looked outside of the school for explanations of student failure, but focused instead on the many things they could do in the school to ensure success.

INTRODUCTION



The evidence is strong that a school's leader makes a big difference in student learning in all school settings. However, understanding of the characteristics that distinguish high performing school leaders from the rest is very limited. In addition, no research yet describes how the characteristics of high-performing leaders differ in emerging school contexts such as start-up and turnaround schools (Kowal & Hassel, 2005, p. 17).

BACKGROUND AND PURPOSE

Educational policy changes over the past 15 years have generated a substantial increase in concern about the performance of public schools (Anyon, 2005). These changes have been accompanied by a significant narrowing and simplification of the criteria officially used for judging such performance – typically student scores on tests of math and language skills (Rogers & Ricker, 2006). One of the most important consequences of these changes has been the creation of a class of schools variously labelled “in need of assistance,” “low-performing,” “underperforming,” or “in special measures” (e.g., Mintrop, 2003). Such labels quite intentionally serve both as descriptors of student test score performance (sometimes also their rates of attendance, dropout, and promotion) (Holdzkom, 2001), and as a call for action – a call to be “turned around” in a relatively short amount of time (Duke et al., 2007). England, many U.S. states and the province of Ontario, Canada, are examples of educational jurisdictions in which policy-makers have recently made significant commitments to this end.

Turning around an organization is not an easy business. The best available evidence about private-sector turnarounds suggests about a 70% failure rate (Kotter, 1995), and the tiny amount of available evidence does not justify a more optimistic prediction for public-sector turnarounds. Indeed, some have suggested that underperforming schools present especially thorny turnaround challenges (Kowal & Hassel, 2005).

There is a considerable body of case-based research about the process of turning around failing organizations (e.g., Mellahi & Wilkinson, 2004; Murphy, 2008) although little of this research has been undertaken in public organizations such as schools (Paton & Mordaunt, 2004). There is also a large body of relevant research about low-performing schools typically serving highly diverse and economically disadvantaged students (e.g., Corallo & McDonald, 2002; Muijs et al., 2004). A mature body of potentially relevant evidence has also accumulated about school improvement processes and organizational change (e.g., Fullan, 2006).

Evidence from these lines of research paints a central role for leadership (Kowal & Hassel, 2005), although as the quotation opening this report indicates, there is almost no evidence about the nature of successful school turnaround leadership. In the turnaround literature more generally, leadership is considered a largely uncontested lynchpin in both accounting for an organization's failure and for returning the organization to a stable state (Kanter, 2003). This evidence indicates, furthermore, that successful turnaround leadership practices vary in response to the unique challenges encountered at each stage in the turnaround process (Slatter, Lovett & Barlow, 2006). As yet, however, no systematic empirical research has been published about successful school leadership in these contexts (Kowal & Hassel, 2005). The study reported here aimed to enrich existing understandings of how successful school leadership is enacted for the purpose of “turning around” low-performing schools. To achieve this general aim, the specific objectives for the study were to:

- Uncover the processes evident in schools attempting to dramatically increase their students' academic performance.
- Estimate the significance of leadership in the successful turnaround schools.
- Identify how successful leadership practices are enacted at different stages in the school turnaround process.
- Explore the similarities and differences between successful turnaround leadership and successful leadership for improving already adequately performing schools.

FRAMEWORK

Initially guiding the first part of our study was a staged conception of the school turnaround process within which a core set of successful leadership practices are enacted in forms uniquely suited to the turnaround context. These practices give rise to a set of school improvement initiatives which, if successful, prompt change on the part of teachers – leading to increased student performance.

Stages in the Turnaround Process

Much of the private-sector turnaround research adopts a staged conception of the turnaround process (e.g., Burbank, 2005). A minimum of three stages are typically identified: a Declining Performance stage; an early turnaround “Crisis Stabilization” stage; and, a late turnaround “sustaining and improving performance” stage. These stages may be less distinct in public-sector turnaround cases (Paton & Mordaunt, 2004). Although more broadly focused, “organizational life cycle” theory and evidence (Hanks, 1990) provides support for a staged view of turnaround processes, situating turnaround stages within a much longer process beginning with organizational birth, and extending non-deterministically (Miller & Friesen, 1984) through stages of early survival, success/maturity, renewal, and decline (Lester, Parnell & Carraher, 2003).

A first, “declining performance” stage, while not literally about turning around, creates the conditions that eventually prompt turnaround efforts. Evidence from private-sector research associates this stage with, for example, one or more sources of failure which reduce the resources available for change and the openness of key actors to change (Slatter, Lovett & Barlow, 2006). As the situation deteriorates, various vicious circles take hold, such as loss of key staff, internal conflict, and rigid behaviour, which accentuate the problems. Change and renewal processes, therefore, have to be multidimensional.

This initial stage is useful to include in a conception of turnaround stages because it is the focus of the turnaround leader's “situational analysis” during the early turnaround stage (Murphy, 2008). Schools which are potential candidates for turnaround, in addition to demonstrating low levels of student performance and lack of annual progress, often experience frequent leadership turnover, poor staff morale, staff divisiveness, and low levels of staff collaboration (O'Day & Bitter, 2003). This stage typically ends with the appointment of a new leader or, in many current school contexts, the assignment of external personnel to the school, and the provision of professional development and school improvement planning resources (Holdzkom, 2001). In the Ontario context in which this study took place, the provincial Ministry of Education created a large number of turnaround teams to work with schools on a voluntary basis. These were schools in which typically only a third or fewer students were meeting the province's proficiency standard for literacy (Pervin, 2005).¹

¹ The Turnaround Teams Project was part of a much larger provincial reform strategy aimed at raising the overall proportion of students achieving the province's proficiency level in language from less than 60% to at least 75% within a four-year period (2004–08).

A second early turnaround or *Crisis Stabilization* stage involves stemming the declining performance and – especially for private-sector organizations – ensuring survival (Paton & Mordaunt, 2004). Sub-stages of planning and implementation have been observed in schools (Kowal & Hassel, 2005). For key actors, this stage is characterized by intensity, stress, excitement, and excessive workload (Burbank, 2005). It entails situation analysis (Burbank, 2005) in order to develop a short-term but dramatic improvement plan. Private-sector evidence suggests that leaders at the beginning of this stage often behave quite autocratically, aiming to control most significant decisions. The best turnaround leaders, however, gradually move toward much greater delegation and staff involvement (Slatter, Lovett & Barlow, 2006) so that ownership in the new organization begins to develop, and so that the existing expertise of the organization is put to greater use. It is this gradual involvement of staff that allows the process to move from Crisis Stabilization to the next more advanced turnaround stage.

This third, more advanced *Sustaining and Improving Performance Stage*, is a return to a “new normalcy,” and entails reaching and sustaining, if not surpassing, minimal acceptable levels of performance. Organizational conditions at this stage do not support the actions which led to earlier decline. Conditions in schools at this stage have been extensively studied, beginning with the effective schools research movement beginning in the early '70s and still thriving (e.g., Reynolds, 1998) and continuing more recently with research about the nature of high performing, high-poverty schools (e.g., Kannapel & Clements, 2005). According to one recent review, for example, these conditions include a culture of high expectations, a safe and disciplined environment, a principal who is a strong instructional leader, a hard-working and committed staff, and a curriculum which emphasizes basic skills but includes serious attention to higher-order thinking, as well (Center for Public Education, 2005).

Turnaround Leadership Practices

Unique responses to the turnaround challenge. Evidence from private-sector research portrays leadership as a lynchpin in both accounting for an organization's failure and for returning it to a stable state (Kanter, 2003). As with turnaround processes, however, there is very little evidence about the importance or nature of successful turnaround school leadership (Mintrop & Papazian, 2003), although there is some disciplined speculation on the matter (Fullan, 2006). Private-sector research paints the picture of successful turnaround leadership in quite broad strokes. This evidence indicates that the practices and sources of such leadership change as the turnaround process unfolds. Furthermore, this evidence indicates that successful turnaround leadership practices vary in response to the unique challenges encountered at each stage in the turnaround process (Billman, 2004).

Early in the process, leadership is typically quite “transactional” (Yukl, 1994) and concentrated in an individual or small leadership team in order to tightly control decision-making and timelines. Leaders introduce both negative interventions (e.g., cutting back, closing cherished projects) and positive interventions (e.g., investment, risk taking and enthusiasm for new opportunities). They demonstrate a bias for action, an antidote to previous indecisiveness, and a focus on implementation, while seeking and then pursuing a consistent strategic orientation. Most turnaround leaders have an informal style and talk to many people. This style, in itself, sends an important message about change in organizations that have been run very hierarchically. Later in the process, leadership becomes more transformational and more widely shared as a means of building ownership and commitment to the “new normal.” Especially effective leaders, anticipating the need to sustain high performance and continuous improvement in the long run, begin to build shared leadership much earlier than those leaders with a short-term focus only (Slatter, Lovett & Barlow, 2006).

While there is little systematic evidence about the nature of successful turnaround school leadership (Duke, 2006), both federal and state accountability policies in the United States have stimulated study of different efforts to turn around low-performing schools (e.g., O' Day & Bitter, 2003). This has also been the case in Ontario (Levin, 2007; Pervin, 2005) and England (Harris & Chapman, 2002). In their review of state strategies to improve low-performing schools in six states, Mintrop and Papazian (2003) found that turnaround leadership was provided to low-performing schools mostly by adding expertise in the form, for example, of external assistance teams similar to Ontario's turnaround teams. Strong school turnaround leadership has been loosely described as "instructional" (O'Day & Bitter, 2003).

Core successful leadership practices. Most successful leaders rely on a common set of practices, but enact those practices flexibly in response to the unique features of the contexts in which they find themselves. This relatively recent distinction between "core" successful leadership practices and their contextually sensitive enactments has prompted a line of research about leadership enactments in several contexts shared by large numbers of leaders, including highly accountable policy contexts (e.g., Belchetz & Leithwood, 2006) and schools serving highly diverse student populations (e.g., Leithwood & Steinbach, 2003). Turnaround schools are another quite productive context for such research, since they are also contexts experienced by large numbers of school leaders. Recent syntheses of evidence collected in both non-school organizations (e.g., Lowe, Kroeck, & Sivasubramaniam, 1996) and school organizations (e.g., Leithwood et al., 2007; Leithwood & Riehl, 2005; Waters, Marzano & McNulty, 2003) provide considerable evidence about the value of four categories of "core" leadership practices: direction setting; developing people; redesigning the organization; and managing the instructional program. Each of the four categories includes several more specific sub-sets of practices, which are briefly enumerated below, along with illustrative references to theory and evidence testifying to their value. This section describes these core practices more fully, and describes their association with what is known about turnaround leadership in schools from the limited amount of evidence reported to date.

- *Direction setting.* This category of practices carries the bulk of the effort to motivate leaders' colleagues (Hallinger & Heck, 1998). It is about the establishment of shared purpose as a basic stimulant for one's work (Bandura, 1986). The more specific practices included in this category are "building a shared vision" (Silins & Mulford, 2002), "fostering the acceptance of group goals" (Hallinger & Heck, 2002), and "demonstrating high performance expectations" (Waters, Marzano & McNulty, 2003). Direction-setting practices are particularly important for turnaround school leaders at the crisis stabilization stage (Harris, 2002). Furthermore, the turnaround context requires enactment of these practices with a clear sense of urgency, quickly developing clear, short-term priorities (Billman, 2004).
- *Developing people.* While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills staff need to accomplish organizational goals but also the dispositions to persist in applying that knowledge and skill (Harris & Chapman, 2002). More specific sets of practices included in this category are "providing individualized support/consideration" (Bass & Avolio, 1994), "fostering intellectual stimulation" (Gray et al., 1999), and "modelling appropriate values and behaviours" (Harris & Chapman, 2002). Research on state and district initiatives aimed at turning around low-performing schools indicates that the development of staff capacities is crucial to success ((Mintrop & Papazian, 2003; West, Ainscow, & Stanford, 2005), but this evidence is not sufficiently fine-grained to inform us about how these practices are enacted.

- *Redesigning the organization.* The four specific sets of practices included in this category are about establishing conditions of work which allow staff to make the most of their motivations and capacities. School leader practices explain significant variations in teachers' beliefs about their working conditions (Leithwood et al., 2007). Specific practices include "building collaborative cultures" (Louis & Kruse, 1998; West, Ainscow, & Stanford, 2005), "restructuring the organization" (Chrisman, 2005), "building productive relations with parents and the community" (Mintrop, 2004; Muijs et al., 2004), and "connecting the school to its wider environment" (Earl & Katz, 2006; Reynolds et al., 2001). These practices are quite central to the work of turnaround leaders. Transition from early to later turnaround stages depends on organizational reculturing (Ross & Glaze, 2005). Much of what leaders do in the early stages of their work entails restructuring to improve the quality of communication throughout the organization, and to set the stage for the more distributed forms of leadership required to achieve and sustain high levels of performance (Foster & St. Hillaire, 2004). In the U.S. policy context, low-performing schools are urged to build stronger relations with parents and community (Mintrop & Papazian, 2003). Again, the current knowledge base provides little insight into how these practices are enacted (Giles et al., 2005).
- *Managing the instructional program.* Managerial practices, as part of a larger set of leadership practices, create crucial organizational stability and strengthen the school's infrastructure. The three more specific practices included in this leadership category are "staffing the program" (Duke, 2004), "providing instructional support" (Hallinger, 2003), and "monitoring school activity" (Reynolds, Stringfield & Muijs, forthcoming). All of these practices have been associated with successful turnaround leadership, and their enactments have begun to be described. For example, turnaround staffing practices often help leaders to secure freedom from district and union regulations (Bell, 2001), and help them to enlist district support more generally (Orr et al., 2005). Instructional support in some state turnaround contexts entails the addition of instructional expertise for a one- or two-year period (Mintrop & Papazian, 2003). Monitoring functions in the early turnaround stage are crucial to setting the agenda for dramatic change, and usually are much more comprehensive than one finds in typical schools. Some states and districts assign audit teams to assist school leaders and staff to carry out this function skillfully and quickly (Mintrop & Papazian, 2003).

School Improvement Initiatives and Teacher Changes

Two sets of interdependent responses to school leadership practices were part of the conceptual framework, especially for the second, quantitative, part of the study – school improvement initiatives and teacher changes. Our framework argues that the exercise of successful leadership leads to the school improvement initiatives aimed at improving student performance, and that the effect of these initiatives on students is mediated by changes in teacher practices.

The specific nature of both the school improvement initiatives and the teacher changes measured by the surveys was determined by our review of the existing literature on how schools in challenging circumstances successfully improve. Specific school improvement initiatives included in the second stage of the study were identified, for example, in: Corallo & MacDonald (2002); Duke (2006); Kowal & Hassel (2005); Linn (2002); Louis & Kruse (1996); Potter, Reynolds & Chapman (2002). These initiatives included:

- making the school a safer place emotionally and physically;
- adjusting the school schedule to allow more time for teacher collaboration;
- creating policies and practices to improve student attendance;
- changing policies and procedures so teachers spend less time on student discipline;
- increasing parental involvement in the school and in their children's learning;

- increasing resources;
- monitoring students' learning more closely, and using results to plan individual instruction;
- aligning classroom instruction with the content of provincial tests;
- increasing the quality and focus of professional development for teachers;
- increasing the quality and focus of professional development for principal.

Specific teacher changes, identified from the same sources as the school improvement initiatives, included:

- My belief that all children can learn has increased.
- My repertoire of instructional strategies has expanded and improved.
- I am collaborating more often with my colleagues about instructional matters.
- I am more involved in analyzing my students' individual progress.
- I am more often involved in meaningful professional development.
- I am more conscious of my contribution to a safe and healthy school environment.
- I find it easier to ask for help with curriculum or instructional issues.
- I feel more like all teachers are sharing responsibility for all students in the school.
- I am setting higher expectations for my students.
- I am setting higher expectations for myself.

METHODS

Design

A mixed-methods design was used over the two stages of the study. Qualitative techniques were used for the first stage to better understand turnaround processes in schools – a “theory generation” purpose (Strauss & Corbin, 1990) – as well as to substantially deepen understandings about contextually appropriate enactments of core leadership practices. The second stage of the study was a quantitative test of some first-stage findings, as well as a more focused analysis of leadership contributions to school improvement initiatives and teacher changes.

Sample

Phase One. Evidence for the first phase of the study was collected from one elementary and one secondary school in each of four districts. Within districts, elementary schools were selected from a list of 105 schools that began participating in the Ontario Ministry of Education's school turnaround project in September 2004. Selected elementary schools also had to have been engaged for at least three years in intentional and successful efforts to improve the achievement of their students on the province's Grade 3 and 6 tests in reading, writing and mathematics (our primary focus was the Grade 3 language results). “Success” was defined by average changes in the proportion of students meeting the province's proficiency level,² from significantly below to significantly above the average for schools in their districts.

While no government-sponsored turnaround initiative for secondary schools was underway in the province, the same average change in student achievement was required for selection using results from the provincially administered Grade 10 literacy test. Selected demographic characteristics of the eight schools and four districts involved in Phase One are summarized in Table 1.

² Ontario's Education Quality and Accountability Office reports the results of provincial tests for schools as the proportion of students who achieve each of four “levels.” Level Three is considered to be acceptable.

The principal and one vice principal most closely associated with the turnaround initiative were selected for interviews in each school. Three teachers identified by the principal as closely involved with the turnaround efforts were also selected. An additional three teachers were chosen randomly from a staff list. Parent focus group participants were usually active members of the school council and knowledgeable about the school's efforts. Students in focus groups were nominated by principals in consultation with teachers.

This sample selection process risks a positive bias in results. However, the goals of the study demanded close knowledge of the turnaround process on the part of those providing data, and schools had been selected as positive outliers to begin with using student achievement data.

Phase Two. Schools included in the second phase of the study were of two types. The first type included six elementary and three secondary schools located in the four districts where the first phase of the study was conducted, and they conformed to the definition of turnaround schools described above. One additional district also volunteered to be part of the study in this phase.

A second type of school was added to allow for a comparison of leadership practices successful in turnaround versus improving schools. For purposes of selecting this second sample, improvement was defined approximately after Potter, Reynolds & Chapman (2002), "as a sustained upward trend in effectiveness" beginning slightly below the mean performance of other schools in the district and improving to a level above the district average.

The province's EQAO Grade 3 literacy data for a three- to four-year period were used to determine which schools in participating districts fit this definition of improvement. A total of five schools was included in this second sample. Table 1 summarizes selected demographic information about each of the schools involved in Phase Two of the study, including their student enrolments and socioeconomic status (SES, represented by the percentage of single-parent households and by household income). As Table 1 indicates, the average size of the improving schools (340 students) was slightly larger than the average size of the turnaround schools (309 students). Not surprisingly, in light of what is known about family background factors associated with schools in challenging circumstances (Snipes, Doolittle & Herlihy, 2002), turnaround schools also had a higher proportion of single-parent households (29% vs. 22%) and lower (although still "middle-class") household incomes (\$56,613 vs. \$71,335).

Surveys were distributed to all teachers and administrators in both samples of schools. Responses were received from 280 teachers and 14 principals and vice principals in the turnaround school sample, a 79.8% and 82.3% response rate, respectively. From the improving schools, surveys were received from 95 teachers and eight administrators, a 78.5% and 88.9% response rate.

Data Collection and Analysis

Phase One. Semi-structured interviews were conducted with principals, vice principals, teacher leaders, and regular teachers – an average of 10 interviews per school. Typically, these interviews lasted from 30 to 50 minutes. In addition, focus group interviews were conducted with a group of three to six parents, as well as a group of four to six students in each school. Individual phone interviews were conducted with central office staff in three of the districts, in most cases with the "director" (CEO) and the senior administrator directly responsible for turnaround initiatives. In total, data consisted of 73 individual interviews, and focus group interviews with 35 parents and 47 students.

Interview questions for administrators, teachers, and parent focus groups were essentially the same as follows:

1. To what extent have you been involved in the school's efforts to improve student achievement in the provincial tests?
2. Who has provided leadership for this initiative? What actions have they taken?
3. Who else has been involved? What kinds of actions have they taken?
4. Which activities have contributed most dramatically to positive results?
5. What has been tried and not seemed to help much?
6. Over the past 3 to 4 years, has the school's approach to improvement changed in any way?
7. Is there a particular kind of leadership that seems to work best in turnaround circumstances?
8. On a scale of 1-5, how would you rate the influence of each of the following on your school's turnaround efforts? (1=lowest; 5=highest. Influences included: principal; vice principal; formal teacher leaders; informal teacher leaders; parents; students; district-level leaders; people from the Ministry of Education.)
9. Is there anything else you'd like to add?

The interview questions for student focus groups were about their perceptions of life at school and were different for elementary and secondary focus groups.

All interviews were digitally recorded. Notes were kept during interviews and these notes were reviewed, completed, and further developed as needed by listening to the recordings within a day of conducting the interviews. We did not develop verbatim transcriptions of the interviews. Rather, we listened to all of the interviews several times to develop codes, to answer key questions for the study, and to recover illustrative quoted material. Working exclusively (or mostly) from verbatim transcriptions misses, in our opinion, much of the nuanced meaning to be captured by unstructured or semi-structured interviews. From the outset our analysis was designed to produce cross-case results. So we used a common framework for coding all interview responses. This framework is used to organize the subsequent description of results.

Phase Two. Two parallel surveys were used to collect data from teachers and principals in this phase (See Appendices J-M). The administrator survey, for example, included a total of 71 items, of which seven requested demographic information. Using a six-point scale, 61 of the remaining items asked closed-ended questions about the following:

- the extent of effort devoted to school improvement initiatives (10 items);
- the extent of changes in teachers over the past several years (11 items);
- people or groups assuming greatest responsibility for leadership tasks (29 items);
- extent of influence by individuals and groups on the school's improvement efforts (11 items).

Three write-in items were also included. These items asked about "the two or three most important actions taken this year," "the biggest challenges to maintaining progress," and "what is important that we have not asked about."

Means and standard deviations were calculated for all responses to the teacher and administrator surveys. Factor analyses were carried out on all items intended to measure the same variable. The reliability of all scales was calculated using Cronbach's Alpha. Correlations and regression analyses were conducted to examine relationships among selected variables.

Table 1: Demographic Information³ for Turnaround and Improving Schools in Phase One and Phase Two

District	Turnaround Schools	Enrolment	% Single Parent	Income	Improving Schools	Enrolment	% Single Parent	Income
District 1	Elementary (Phase 1 & 2)	336	32	46,138	Elementary (Phase 2)	432	23	54,759
	Elementary (Phase 2)	226	34	44,581	Elementary (Phase 2)	337	30	51,888
	Secondary (Phase 1 & 2)	N/A	No data	No data				
District 1 Average		281	33	45,360		385	27	53,324
District 2	Elementary (Phase 1 & 2)	311	29	68,069	Elementary (Phase 2)	831	15	71,436
	Secondary (Phase 1 & 2)	N/A	No data	No data				
		311	29	68,069		831	15	71,436
District 2 Average								
District 3	Elementary (Phase 1 & 2)	227	15	69,903				
	Secondary (Phase 1 & 2)	N/A	No data	No data				
		227	15	69,903				
District 3 Average								
District 4	Elementary (Phase 1 & 2)	539	41	44,165				
	Elementary (Phase 2)	292	36	42,075				
	Secondary (Phase 1)	N/A	No data	No data				
District 4 Average		416	39	43,120				
District 5					Elementary (Phase 2)	490	14	115,341
					Elementary (Phase 2)	285	27	75,284
						385	21	95,313
District 5 Average								
Grand Average for All Schools		309	29	56,613		340	22	71,335

³ All demographic information is available at: http://www.cdhowe.org/pdf/ebrief_39profilesupdate2007.pdf

RESULTS OF THE QUALITATIVE ANALYSIS

SCHOOL TURNAROUND PROCESSES

One of our interview questions aimed to elicit information about how the eight schools were progressing through three stages of the turnaround process. We asked teachers and administrators: “Over the past three or four years has the school’s approach to improvement changed in any way?” Their responses revealed stage-specific themes (conditions, attitudes, beliefs, and the like) across all schools, as well as themes distinctly associated with either elementary or secondary schools.

Based on what teachers and administrators told us, all schools had implemented changes over the past few years that resulted in improved student achievement on provincial tests, but they were largely still in the second stage of Crisis Stabilization. Many respondents also described, retrospectively, conditions in their schools during the earlier Declining Performance stage. But few people had begun to think about what the “Sustaining and Improving Performance” stage was or would be like in their schools.

Stage One: Declining Performance

Themes common to both elementary and secondary schools. Respondents in both elementary and secondary schools recalled the anxiety of being in a school with very publicly declining provincial test scores. As one teacher said, everyone thinks: “*you’re the worst school in the district.*” Both groups of respondents also spoke about concerns prompted by declining enrolments and the threat of their school being closed. In the competition for students, the school’s provincial test scores and their reputation were among the factors that could sway parents’ and students’ choices. This was an especially critical matter for those in small schools. As one secondary teacher explained to us: “*Parents are concerned about academic standards... . We always fight because we’re small. ...The ministry wants big schools...and the rumour never goes away that they’re going to shut you down.*”

Elementary and secondary respondents also recalled collaborations among staff in the Declining Performance stage as mostly short-term and task-oriented, rather than focused on school-wide goals. As an elementary teacher said, “*Before we got the ministry expectations, teachers used to work together but it wasn’t for the common good of [all students in the school]. It wasn’t for the same goal.*”

During the first turnaround stage, some respondents claimed information about the format, administration, and scoring of provincial tests was often unavailable; but when it was available it was typically under-used. Noted one secondary teacher, “*You knew there was this type of question, but you didn’t know what they were looking for in the evaluation.*”

Distinctive elementary school themes. In response to our question about changes in the past few years, three of the four elementary schools referred to the arrival of the Ministry of Education’s turnaround teams. While the fourth elementary school was not involved with turnaround teams, the principal and staff had developed goals, acquired resources, and worked through professional development activities very similar to those associated with schools participating in turnaround teams with similar increases in test scores.

During Stage One of the turnaround, one elementary teacher described the mindset at her school. In spite of the students' low achievement levels, she and her colleagues had considered themselves to be good teachers: *"We thought we were great teachers... We didn't want this [turnaround teams] program."* Teachers in the elementary schools had low expectations for their students: *"These kids can't learn all that. These kids can't do this because they don't have breakfast in the morning, because half of them don't have moms and dads..."* One teacher explained: *"We were stuck in a mode that our kids weren't getting any better. We thought we were trying different ways of teaching... [but]... the kids just weren't buying into them. So consistently we were at the bottom of the whole region in performance."*

Before Crisis Stabilization could begin, there was a period, usually the first year, when teachers had to work through their discomfort with the external intervention. As one teacher explained, *"We weren't asked whether we wanted this program. We were told: 'You are now a turnaround school.' ... It was great to have all these dollars to buy books, but there was a lot of imposition at the very beginning."* Another teacher noted that staff were not used to consulting with colleagues for help with teaching strategies: *"A lot of the time, teachers are on their own in their classrooms doing their own thing and sometimes you might feel you don't want to bother someone else with a question, everyone is so busy."*

During the first turnaround year, teachers working with turnaround teams found they were being held accountable for taking action by reporting on their efforts and sharing results with their colleagues: *"When you do a book study kind of thing, you have to do it and say what worked, didn't work."* *"There's an expectation that you come [to meetings] prepared to share and that's forced some people along."* Some teachers were clearly uncomfortable with the frequent classroom visits by members of the turnaround Teams. *"There's this feeling of being watched and being monitored,"* noted one teacher.

Challenges faced by schools during the Declining Performance stage were not immediately resolved by the literacy-focused interventions of the ministry's turnaround teams.

Distinctive secondary school themes. Secondary teachers said that their schools had always been focused on the students, and had *"always had a 'Students First' attitude. Our school has always had the philosophy about wanting to serve students, and being open to creative new ideas, but wanting to do it well."* For many teachers, however, this had not included taking the provincial Grade 10 literacy test seriously. One teacher explained: *"At the beginning the teachers kind of resisted the literacy test. For those of us around for a long time it wasn't something we were used to."* But the province's decision to make passing the test a diploma requirement had a significant impact on many teachers' indifference to these test results. *"It was here to stay,"* explained one of our secondary school interviewees, *"[so] we needed to work with the kids to improve the scores."* This shift in attitude toward the test results seems to have marked the transition to the next turnaround stage.

Stage Two: Crisis Stabilization

Themes common to both elementary and secondary schools. A key shift in teachers' attitudes marked the beginning of this turnaround stage, occurring about a year after the turnaround interventions began. Teachers were now convinced that what they were being asked to do was in their students' best interests. *"We've got everybody on board more in the last two years,"* noted a secondary teacher. As a result of this shift in attitude and the practices it fostered, both staff and the wider community began to be aware of improvements in students' provincial test results. This helped allay some of the apprehension felt about school closure in the smaller schools: *"When you see increases in the level of achievement on [the Grade 10 literacy test], it becomes a public message – this school is on the rise."* Another teacher observed: *"One year we had a huge jump in the pass rate and that was a good selling feature for the school, with the competition with other schools around us. That was something we could brag about to the parents of Grade 8 students who might be coming here."*

The quantity and quality of professional development had improved noticeably by this stage in the process. As one secondary principal explained: *"I give credit to the board. In the past three years we've worked on some strategies to create capacity for leadership and learning. This board has really put a great deal of effort and supported us as a school to develop a PLC [Professional Learning Community]."* Teachers, generally agreeing with this assessment, spoke about experiencing a satisfying increase in their own expertise as a result of participating in more powerful professional development. Said one elementary teacher: *"I am a 120% better teacher now than I was two years ago because this isn't just the resources. We were taught what to do with them."* Another claimed that *"Attitudes have changed because they've [teachers] gotten the in-service they need and they're more confident."*

By the second stage of the turnaround process in these schools, the provincial testing agency (EQAO) had expanded the amount and accessibility of resources, practice tests, explanations about grading, questions, and test results. This was considered quite helpful for teachers' efforts. In the words of one secondary teacher: *"We've had more feedback from EQAO about what the questions are like. We can see the questions kids aren't doing well on and we've been better able to prepare them."* At least partly because of the increased usefulness of provincial test data, districts and schools began to place much more emphasis on data-based decision making to meet individual students' instructional needs: *"One big change is the working with data to make decisions. We review EQAO data, and report card data,"* explained one elementary teacher.

Distinctive elementary school themes. When describing the changes in approach to improvement over the past three or four years, the descriptor used by many of the respondents was "increased focus" on literacy-related goals and initiatives: *"I think this has helped us focus on exactly what we need to do. How we can improve student learning... and we're all on the same page."* Structured collaborations among teachers to get this job done, often through the establishment of professional learning communities (PLCs), were considered very helpful by most respondents: *"PLC [professional learning communities] is a new initiative in our board – a time to get together, not to chat, but to focus and look at where weaknesses are then together decide what strategies they're going to try and then have that professional dialogue about how that's going to happen."*

New resources, including instructional materials for students and teachers, were considered a great improvement over what had been available previously. Explained one teacher: *"The funding has really helped. The resources are generous so we aren't so worried about losing a book; we're more worried about losing a child through illiteracy."* Accountability for implementing instructional strategies was new to most teachers: *"Our principal makes sure that we are actually using the strategies. What works? Can we meet in a few weeks?"* Having the process of change divided into steps was motivating for teachers, as well, explained this teacher: *"When turnaround began, we saw it was going to be a lot of work and it seemed a bit challenging. Now we see it has been broken down into manageable bits."*

Although the ministry's Turnaround Teams Project targeted the primary division, it had much wider benefits for most schools. One primary teacher explained: *"There are spin-offs for junior and intermediate teachers. We help them use the [literacy instruction] materials."*

Almost all the respondents spoke of positive results from the recent changes. However, one of the downsides of frequent visitors in the school to witness and learn from the success of the Turnaround Teams Project was that whenever strangers came into classrooms, students were distracted from paying attention to their teachers.

Distinctive secondary school themes. Secondary teachers and administrators agreed with their elementary counterparts regarding the increased focus they had noticed in the past three or four years, especially the focus on school-wide cross-curricular involvement in literacy instruction and test preparation: *"Literacy is a priority in every area. All department heads are developing it in their area. Program heads are receiving PD."* Another

important change was the intensification of specific, strategically timed, test preparation efforts: *“We have a week that’s dedicated to literacy for Grade 9 and 10. We are focusing in on the testing in terms of preparation... so students when they sit down to do the test don’t have to figure out what the test is asking as well as demonstrating the skills of reading and writing.”*

Students with special needs and those considered to be at-risk had been targeted with additional programs and accommodations: *“A big change has also been through the way the test is administered to the special needs students. We’re really, as a staff, trying to reach out for those kids who may not make it through.”*

Stage Three: Sustaining and Improving Performance

Most answers to our question about changes in approach to improvement focused on the recent past (Declining Performance stage) and the present (Crisis Stabilization stage). Schools in our sample had been involved in turnaround efforts for only two or three years. While student performance in all of these schools had significantly improved, it was early days to be thinking about sustaining that performance, which is the third turnaround stage.

Nevertheless, a few people offered us comments related to this third turnaround stage. These remarks largely demonstrate the changes in attitudes and beliefs that had occurred during the second turnaround stage that were likely to help schools make the transition to the third turnaround stage. These comments demonstrate the following important states of mind:

1. A willingness to be held responsible for what students learn. *“The days of excuses are over. We really literally did have an attitude of ‘What can we do? These are the kids we’ve got.’ So that had to be taken right off the table.”* (Elementary principal) *“Everything has to be related to student achievement. It’s focused instruction. Everything that happens all the time here needs to have a purpose. ... A little thing, but on inclement days I’ve asked that movies not be shown unless they’re curriculum-related.”* (Elementary principal)
2. A growing awareness of the long-term nature of the job. *“Now we have the mandate of sustainability which is weighing heavily on my shoulders - because we were able to improve all of our EQAO scores.”* (Elementary principal)
3. A new realization about the interdependence of elementary and secondary schools. *“We can’t discount the progress made at the elementary school. Students are coming much better prepared now than they were four years ago. I think because of the work they’re doing at that level. With the extra funding they’ve done a tremendous amount of professional development in terms of literacy.”* (Secondary teacher)
4. Awareness of the wide array of factors that produce strong student performance in the long run. *“One goal is to promote a happy atmosphere because kids need to want to be here. They have a lot of baggage quite a lot of them. If they don’t want to be here, if we don’t show them we want them to be here, then what’s the point of teaching?”* (Elementary teacher) *“We saw increased success in other ways [in addition to improvements in OSSLT scores]. School pride is a big part of what happens. Students start attending more regularly. That’s probably our biggest challenge – student attendance and apathy.”* (Secondary principal)

Summary: School Turnaround Stages

We conceptualized school turnaround as a staged process, beginning with a Declining Performance stage, followed by a Crisis Stabilization and a Sustaining and Improving Performance stage. Evidence from the eight schools revealed the most about the second of these stages, which was the stage in which most schools found themselves at the point of our data collection. Many interviewees, however, could easily recall key conditions that had prevailed in their schools during the Declining Performance stage, and were quite clear about what

stimulated a transition to the Crisis Stabilization stage. Much less information was provided about the third turnaround stage largely because schools were just approaching it and had little direct experience to share.

Across both elementary and secondary schools, the Declining Performance stage in our sample of schools was characterized by feelings of helplessness, denial of responsibility for the learning of all students, and resistance to external intervention. School staff, aware in a general way about the relatively poor performance of their students on provincial tests, nonetheless did not see their own efforts as likely to make much difference. Rather, conditions experienced by students in their family and community environments, along with limited learning potential were the primary explanations for poor performance.

Based on such an explanatory framework, it was difficult for school staff to accept responsibility for turning around their students' poor performance. This contributed to an attitude on the part of staff that provincial efforts were largely irrelevant or not to be taken especially seriously. With a view of their own expertise unrelated to the performance of many of their students, school staff at this stage had difficulty seeing much value in complying with external efforts to improve their students' performance.

For secondary schools, the transition from the first stage to the stage of Crisis Stabilization was prompted by the ministry's decision to make passing the Grade 10 literacy test a requirement for graduation. This requirement made attention to the tests mandatory for teachers, and began the process of aligning their efforts with the province's efforts. Without the intervention from policy-makers, it seems unlikely that staff in the four secondary schools in this study would have focused as much energy on improving the literacy skills of their less successful students, and certainly not in the brief span of a few years.

For elementary schools, the government's commitment to significant improvements in primary language achievement was the key stimulant. Flowing from that commitment was the establishment of the province's Literacy and Numeracy Secretariat (LNS) and the creation of Turnaround Teams. These initiatives together conspired to make it extremely difficult to ignore the need to act on poor student performance. The quality of professional development and the other work of the turnaround teams were the most significant factors in moving elementary schools from Declining Performance to Crisis Stabilization. The turnaround teams in particular, expanded enormously the instructional leadership capacity of the schools in which they worked, and were widely credited by school staff with facilitating much of the improvement that occurred in those schools.

Transition to the Crisis Stabilization stage, initially prompted by ministry policy initiatives, and also widely supported by districts, was accompanied by important shifts in both attitude and culture in the turnaround schools. Many teachers began to believe that the provincial focus on literacy and numeracy was in the best interests of their students and many adopted this focus as their own. In secondary schools, significant work to ensure contributions to literacy, in particular, were made by all departments. The quality of professional development teachers received during this period was widely regarded as amongst the best they had ever experienced and principals began to hold teachers accountable for implementing what was learned in their classrooms. Teachers demonstrated significantly greater willingness to work collaboratively with their colleagues and a sense of school-wide responsibility for student success began to pervade the professional cultures of these schools. Staff no longer looked outside of the school for explanations of student failure but focused instead on the many things they could do in the school to ensure success.

The leadership of formal teacher leaders, such as literacy coaches, and from school administrators was a key part of the success of these turnaround schools. These school-level leaders acted not just as conduits for the influence of the ministry, its turnaround teams, and district staff, they also supported such influence in many ways, ensured attention to the unique contexts of their schools, and often made the efforts of these external resources more meaningful.

TURNAROUND SCHOOL LEADERSHIP

This section of the qualitative analysis summarizes evidence about the sources and nature of leadership provided throughout the three stages of school turnaround described in the previous section. More specifically, we describe: the relative influence of different people and groups on schools' turnaround processes; the relative value to the schools' turnaround efforts attributed to the core leadership practices framing the study; and how the core practices were enacted in ways that made them meaningful in turnaround contexts.

The Relative Influence of Different People and Groups

The first set of data about turnaround leadership, summarized in Tables 2 and 3, conceptualizes leadership as the exercise of influence. Such a conception has been used in earlier studies attempting to understand the complex and distributed sources of leadership typical in organizations, especially during periods of significant change (e.g. Leithwood & Jantzi, in press; Pounder, et al., 1995). Evidence from the interviews was used to determine the relative influence of different sources of leadership.

The evidence in Tables 2 and 3 was provided by responses of administrators and teachers to a question asked during each interview: *“On a scale of 1 to 5, how would you rate the influence of each of the following on your school’s turnaround efforts?”* Table 2 summarizes responses to this question. Eight possible sources of influence are listed in the left column and the average ratings of elementary and secondary respondents are reported in the two columns to the right (mean responses are followed by the rank in brackets).

There is a remarkable degree of similarity between elementary and secondary school respondents in the perceived influence of most of these different sources. Formal teacher leaders (including department heads in secondary schools) and principals are rated very highly – ranking them first and second – in elementary and secondary schools respectively. Those in formal leadership roles clearly have the greatest influence in turnaround contexts. Similar, or almost similar rankings, in both elementary and secondary schools are also awarded to teachers playing informal leadership roles (ranked fourth), students (fifth), and the district (sixth or seventh).

The largest differences across school levels are to be found in the rankings of (a) vice principals (ranked sixth and third), who are considerably more influential in secondary schools, and (b) the Ministry of Education (ranked third and eighth), which is understandable since the ministry’s turnaround teams only worked in elementary schools.

In addition to relative levels of influence indicated by the rankings found in Table 2, it is also important to note the quite high ratings awarded to many roles. If a rating of 4 or more (5 was the highest response option) is assumed to be an indication of significant influence, then six of the eight sources of leadership have such influence in elementary schools and four of eight sources have such influence in secondary schools.

Furthermore, the gap between sources rated 4 or more and those rated less than 4 is quite large (on average, 4.33 vs. 3.43 in elementary schools and 4.26 vs. 3.01 in secondary schools). This gap is primarily between in-school professional roles, which are rated higher, and everyone else. Finally, and contrary to what is often assumed, elementary school respondents awarded more influence to their students than did their secondary school counterparts.

The influence ratings summarized in Table 2 are average ratings provided by those in different roles. Table 3 reports the same data analyzed by role categories, based on the premise that administrators, teacher leaders, and regular teachers might well have different perceptions of who is influential in their school. The responses of elementary and secondary school respondents have been combined in this table because trends in the results from both groups were very similar. Evidence in this table does not suggest dramatic differences in perceptions of leadership influence among those in different role categories.

Table 2: Rating the Influences on School Turnaround Efforts: Comparing Elementary and Secondary School Means

People Who Influence Turnaround Efforts (Rank)	Means of Responses in Elementary Schools (Rank)	Means of Responses in Secondary Schools
Principal	4.54 (2)	4.39 (2)
Vice principal	4.05 (6)	4.06 (3)
Formal Teacher Leaders (with a title/role)	4.67 (1)	4.57 (1)
Informal Teacher Leaders (no formal title/role)	4.26 (4)	4.03 (4)
Parents	3.14 (8)	2.76 (7)
Students	4.14 (5)	3.48 (5)
District	3.72 (7)	3.42 (6)
Ministry (Turnaround Teams Project in elementary schools)	4.29 (3)	2.41 (8)

Table 3: Comparing Elementary and Secondary Administrators', Teacher Leaders', and Teachers' Ratings of Influences on the Turnaround Process: Means

Influences on the Turnaround Process	Means of Principals'/ VPs' Responses* (Elementary Total N = 8; Secondary Total N = 8)	Means of Teacher Leaders' Responses* (Elementary Total N = 6; Secondary Total N = 9)	Means of Teachers' Responses* (Elementary Total N = 18; Secondary Total N = 15)
Principal			
Elementary	4.5 (N = 4)	4.5 (N = 9)	4.5 (N = 18)
Secondary	5.0 (N = 4)	4.5 (N = 6)	4.5 (N = 18)
Vice Principal			
Elementary	3.7 (N = 3)	4.3 (N = 6)	4.0 (N = 11)
Secondary	4.3 (N = 4)	4.0 (N = 10)	4.1 (N = 15)
Formal Teacher Leaders (with title/role)			
Elementary	4.4 (N = 7)	4.8 (N = 6)	4.8 (N = 16)
Secondary	4.6 (N = 9)	4.6 (N = 9)	4.6 (N = 15)
Informal Teacher Leaders (no title/role)			
Elementary	4.0 (N = 8)	4.2 (N = 5)	4.3 (N = 16)
Secondary	3.9 (N = 7)	4.1 (N = 9)	4.0 (N = 15)
Parents			
Elementary	2.8 (N = 8)	2.7 (N = 6)	3.1 (N = 16)
Secondary	2.6 (N = 8)	3.1 (N = 9)	2.7 (N = 13)
Students			
Elementary	4.5 (N = 8)	4.3 (N = 6)	3.5 (N = 18)
Secondary	3.9 (N = 8)	3.4 (N = 9)	3.3 (N = 14)
District			
Elementary	3.8 (N = 8)	3.3 (N = 6)	3.9 (N = 16)
Secondary	3.3 (N = 8)	3.7 (N = 9)	3.2 (N = 15)
People from the Ministry (Refers to Turnaround Teams in 3 elementary schools)			
Elementary	4.1 (N = 7)	4.3 (N = 6)	4.8 (N = 16)
Secondary	2.6 (N = 8)	2.1 (N = 8)	2.3 (N = 14)

*Not all respondents completed each category

Core Leadership Practices in Evidence During the Turnaround Process

Tables 4 and 5 summarize evidence from interviews about which of the categories of core leadership practices (Table 4) – and the more specific practices associated with each (Table 5), as described in our framework – that were perceived to be most evident to respondents in the successful turnaround schools. These results combine the responses of administrators and teachers, but distinguish responses of elementary and secondary school respondents. Results summarized in the two tables are discussed together in this section.

The left column of Table 4 lists all people or groups that were associated with some leadership practice, and the top row identifies the four categories of core leadership practices described earlier (see Framework). As the bottom row of Table 4 indicates, approximately one-third more secondary than elementary respondents identified leadership practices as part of the turnaround process (599 vs. 450) even though the total numbers of respondents from each panel was exactly the same. The larger size and the typically greater differentiation of roles in secondary schools is a plausible explanation for at least some of this difference.

The far-right column of Table 4 indicates that turnaround leadership as a whole was provided most noticeably by school principals and by the Ministry of Education. Principals in both elementary and secondary schools were mentioned by about a third of all respondents (30-34%), while 27% of all elementary respondents identified the Ministry of Education – primarily its turnaround teams – and several mentioned other sources of ministry leadership. EQAO, the provincial testing agency, was mentioned twice, and was counted as ministry leadership for our purposes.

Formal teacher leaders were nominated as sources of leadership next most frequently but were identified by twice as many secondary respondents (26%) as elementary respondents (13%), possibly a function of the greater number of formal leadership roles, such as department heads, typically found in secondary schools. Districts were viewed as sources of leadership more often in secondary schools (19%) than in elementary schools (11%), perhaps because of the more interventionist role of the ministry at the elementary level, prompted by its priority for improving literacy achievement.

In sum, approximately 75% of the turnaround leadership in elementary schools is provided by just three sources: principals, formal teacher leaders, and the Ministry of Education. This is also the case in secondary schools, but with the Ministry of Education replaced by district staff.

Direction setting. The second column of Table 4 indicates that the enactment of this category of leadership practice was attributed to principals in both elementary and secondary schools by just under half of those respondents who spoke about it (48 and 44% respectively). Beyond this similarity, however, there were substantial differences between elementary and secondary schools. In elementary schools, the Ministry of Education was the second most frequently mentioned source (31%), while in secondary schools it was only mentioned by 1% or less of the respondents. Responses from secondary schools, however, suggest a more distributed pattern of enactment with formal teacher leaders (20%), informal teacher leaders (11%), district staff (12%), and vice principals (10%) all viewed as sources of this category of practices.

As Table 5 indicates, this leadership category encompasses four specific practices. Among elementary school respondents, little mention was made of vision setting activities (6% of respondents). By far the largest number of respondents spoke about both fostering the acceptance of group goals (33%) and creating high performance expectations (44%); fewer than half as many respondents (17%) identified effective communication about the school's purposes as part of their turnaround efforts.

Approximately the same pattern of responses was evident from secondary and elementary school interviewees (Table 5). Primary attention in the turnaround secondary schools was devoted to creating high expectations; 39% of respondents spoke about this practice. Less, but still substantial, attention was devoted to

establishing agreed-on goals (30%) and effectively communicating the school's purposes (24%).

In sum, results shown in Table 5 suggest that in these successful turnaround school contexts, not much time or effort was spent on building a broad or general vision of what the school might become. The concern seemed to be much more about what needs accomplishing in the short term and about creating a sense of accountability for those goals through high and widely disseminated performance expectations.

Developing people. The sources of this category of leadership practice in turnaround schools, as evidenced in the third column of Table 4, are more varied than was the case with direction setting. While principals are still considered major enactors of these practices in both elementary (19%) and secondary (29%) schools, others are identified about as frequently: formal teacher leaders (23% and 15%); district staff (18% and 26%); and in elementary schools, the Ministry of Education (25%).

Three specific practices are included in this leadership category, as Table 5 indicates. Of the practices identified in this category, intellectual stimulation was mentioned as part of the turnaround effort by more than 76% of respondents in elementary and 59% in secondary schools, with many fewer respondents identifying modelling (14 and 29%) or individualized support (8% and 13%).

Redesigning the organization. The fourth column of Table 4 indicates that in the eight turnaround schools, sources of these leadership practices differed substantially between elementary and secondary schools. Elementary school respondents strongly associated principals (42%) with redesigning the organization, awarding only the Ministry of Education a significant minority role (25%). In contrast, secondary school respondents were less likely to view principals as a source of these practices (28%) and more inclined to identify both formal and informal teacher leaders (19% and 17%) and district staff (18%).

Among the four specific practices included in this category (Table 5), an overwhelming number of respondents mentioned efforts to create more collaborative cultures or to build a learning community in their schools. Ninety (85%) elementary respondents and 81 (65%) secondary respondents mentioned enacting or experiencing this specific practice as part of the turnaround efforts in their schools. Little mention was made of strengthening the school culture, modifying organizational structures, or building productive working relations with the wider community.

Managing the instructional program. As with the three other categories of leadership practices, elementary school principals were most frequently (32%) viewed as sources of instructional program management (Table 4, fifth column). Almost as frequently identified as a source of leadership was the Ministry of Education (28%), even though the specific practices associated with this category (e.g., staffing, monitoring progress, buffering staff from distractions) seem most readily carried out by people inside the school. This may be a further indication of just how important to the turnaround effort the ministry's turnaround teams were for school staff. While secondary school respondents still frequently identified the principal as a source of this category of leadership practices (20%), other sources were more frequently identified – in particular, formal teacher leaders (36%) and district staff (23%).

Two lines of previous research support the expectation that formal leaders at the top of the organizational hierarchy would dominate direction-setting functions. Some theorizing about leadership distribution (Locke, 2001) argues that particular positions or roles are better able to effectively carry out some leadership functions than others, and that top leaders are in the best position to establish organizational purposes or vision. Recent empirical evidence collected in school contexts supports this view (Leithwood, et al. 2004).

Eight specific practices are associated with this core leadership category (Table 5). Several of these were not part of our original framework but emerged as potentially important from evidence in this study. Three

of the eight specific practices were mentioned by especially large numbers of respondents, while the remainder received little attention.

- About 20% of both elementary and secondary school respondents mentioned the prevalence of monitoring students' progress in their schools.
- Providing resources was mentioned by almost half (46%) of elementary respondents and about a quarter (27%) of secondary respondents.
- Reflecting the typically larger size and organizational complexity of secondary schools, 30% of respondents mentioned managing programs, committees and meetings as a dominant leadership activity.

In sum, there were clear differences in emphasis among the four categories of core leadership practices in successful turnaround schools. Managing the Instructional Program appeared to be especially obvious, if not important, to members of these schools. Perhaps of greater significance, however, were the specific leadership practices mentioned most by respondents. Three of these practices stand out: providing resources; building a learning community or collaborative culture in the school; and ensuring adequate amounts and types of professional development or intellectual stimulation.

Table 4: Sources of Turnaround Leadership Practices in Elementary and Secondary Schools

Leadership Sources	Direction Setting	Developing People	Redesigning the Organization	Managing the Instructional Program	Total
Principal					
Elementary	42 (48%)	22 (19%)	44 (42%)	45 (32%)	153 (34%)
Secondary	72 (44%)	23 (29%)	35 (28%)	47 (20%)	177 (30%)
Vice Principal					
Elementary	3 (3%)	5 (4%)	3 (3%)	6 (4%)	17 (4%)
Secondary	17 (10%)	8 (10%)	12 (10%)	14 (6%)	51 (9%)
Formal Teacher Leaders					
Elementary	2 (2%)	26 (23%)	11 (10%)	19 (13%)	58 (13%)
Secondary	33 (20%)	12 (15%)	23 (19%)	85 (36%)	153 (26%)
Informal Teacher Leaders					
Elementary	6 (7%)	11 (10%)	14 (13%)	9 (6%)	40 (9%)
Secondary	18 (11%)	7 (9%)	21 (17%)	12 (5%)	58 (10%)
Students					
Elementary	0	0	0	0	0
Secondary	2 (2%)	2 (3%)	2 (2%)	0	6 (1%)
Parents					
Elementary	1 (1%)	0	0	2 (1%)	3 (1%)
Secondary	1 (1%)	0	4 (3%)	2 (1%)	7 (1%)
District					
Elementary	4 (5%)	21 (18%)	7 (6%)	19 (13%)	51 (11%)
Secondary	19 (12%)	21 (26%)	22 (18%)	54 (23%)	116 (19%)
Ministry					
Elementary	27 (31%)	28 (25%)	27 (25%)	40 (28%)	122 (27%)
Secondary	1 (1%)	1 (1%)	0	15 (6%)	17 (3%)
School teams					
Elementary	3 (3%)	1 (1%)	0	2 (1%)	6 (1%)
Secondary	2 (1%)	4 (1%)	3 (2%)	5 (2%)	14 (2%)
Total					
Elementary	88 (20%)	114 (25%)	106 (24%)	142 (31%)	450
Secondary	165 (28%)	80 (13%)	124 (21%)	233 (39%)	599

Table 5: Core Leadership Practices Most Evident in Turnaround Schools

	Total # of people who mentioned the function in Elementary	Total # of people who mentioned the function in Secondary
1. Direction Setting: Totals	88 (20%)	165 (28%)
1.1 Identifying and articulating a vision	5 (6%)	12 (7%)
1.2 Fostering the acceptance of group goals	29 (33%)	49 (30%)
1.3 Creating high performance expectations/Motivating others	39 (44%)	64 (39%)
1.4 Promoting effective communication	15 (17%)	40 (24%)
2. Developing People: Totals	114 (25%)	80 (13%)
2.1 Providing individualized support	9 (8%)	10 (13%)
2.2 Modeling appropriate values/practices	16 (14%)	23 (29%)
2.3 Intellectual stimulation	87 (76%)	47 (59%)
3. Redesigning the Organization: Totals	106 (24%)	124 (20%)
3.1 Strengthening school culture	1 (1%)	9 (7%)
3.2 Modifying organizational structures	7 (7%)	5 (4%)
3.3 Building collaborative process/Learning community	90 (85%)	81 (65%)
3.4 Getting involved in community outside the school/ Building productive relations with community	8 (8%)	29 (23%)
4. Managing the Instructional Program: Totals	142 (32%)	233 (39%)
4.1 Staffing the instructional program	3 (2%)	3 (1%)
4.2 Monitoring students' progress and the school's improvement	29 (20%)	47 (20%)
4.3 Managing programs, committees, meetings	16 (11%)	69 (30%)
4.4 Knowing what's happening/Staying up to date	11 (8%)	23 (10%)
4.5 Providing resources	66 (46%)	62 (27%)
4.6 Sharing information	9 (6%)	22 (9%)
4.7 Delegating	2 (1%)	5 (2%)
4.8 Buffering	5 (4%)	1 (>1%)
Total	450	599

Enacting Core Leadership Practices in Turnaround Contexts

We attempted to identify how each of the core leadership practices was enacted at each stage of the turnaround process; but as we explained earlier, most of our data were about the second turnaround stage. Only a minority of interviewees provided information about leadership enactments during the other two stages. Some teachers and administrators talked about the contrast (or lack of contrast) between leadership enactments “a few years ago” (Declining Performance stage) and at the point of our data collection. And a few respondents alluded to leadership enactments they believed would be appropriate in the future or third turnaround stage.

Tables 6 to 9, each concerned with one of the four categories of core leadership functions, summarize our evidence about leadership enactments. The first column on the left-hand side of these four tables lists the specific practices associated with each of the core leadership categories. The next three columns provide a summary of leadership enactments specific to each of the three turnaround stages.

Direction Setting

Identifying and articulating a vision. Although none of our respondents provided an example of a specific vision of student improvement on provincial tests that had been shared among all school staff, two elementary principals and a vice principal did talk about a vision for student improvement.

"It takes a village to raise a child and I really do believe that we all have to work together. And by working with people at the board, and working with the community, and working with the students, I believe that's what helped with our students' achievement. And the parents — we talk about how the parents help with student achievement." (Elementary principal)

"We've [admin and staff] been working since my arrival on revisiting mission and vision. Why are we here? What is our focus? Student improvement came out loud and clear." (Elementary vice principal)

At the secondary level, three school leaders mentioned the role of vision in direction setting:

"I'm very intent on sustaining leadership that goes just beyond me. I rely heavily on the fact that there's a Directions Team who have ownership — that ownership and sustainability is across our staff, whether I'm here or not. People have a common vision and a common goal." (Secondary principal)

"A leader needs to have that sense of direction, some overall sense of direction, and that would be the principal to have some sense of whole school improvement. I think we have that here." (Secondary vice principal)

"The [department heads] have a vision of where they want the program area to go." (Secondary teacher leader)

Although we did not ask about vision directly, these comments indicate that people in formal leadership roles took responsibility for direction setting and thinking about a vision for their school in the process.

Fostering the acceptance of group goals. Goal setting related to turning around students' literacy achievement began at the ministry level. District leaders included ministry goals in their district-wide improvement or "strategic" plans, and school administrators connected their school improvement plans to their districts' initiatives. Teachers, our data suggests, were largely in agreement with these directions and reflected them in their classroom priorities, suggesting a much higher level of alignment or "tighter coupling" among all four levels of the educational organization than is typically assumed.

The following series of comments by elementary teachers in a school with a new principal and the arrival of a turnaround team illustrates the strength of this coupling and the ways in which goal setting practices were enacted:

"All staff are involved in that goal [student improvement]. It's a system goal for everyone in the board." (Elementary teacher leader)

"With the past administration, the expectations were there, but they weren't announced to staff or talked about a lot." (Elementary teacher leader)

"I know from last year to this year it's been a lot more focused. Last year I wasn't really aware of anything specific. This year we have the school growth plan. We have specific numbers like 50% of the students should improve. And the growth plan has been given out to each and every one of us. ... I guess that's ...[the principal's] role to tell us and not just tell us. I know she's working with a school achievement team of five or six people and it's the team that has come up with the goals." (Elementary teacher)

"I think [the school improvement plan] ... has gotten to be more intensive. We don't just talk about it. We have to do it. Not just a discussion and writing it down on paper but actually having to do the action, to do the work and not just do it, but we have to show at the end that it's been done. The approach is quite a bit different than the School Improvement Plans we've had in the past." (Elementary teacher)

These comments suggest that teachers generally agreed with the school's priorities and knew that at least some of their colleagues had been involved in setting those priorities.

Several comments from principals illustrate how they went about engaging their staff in the goal setting process and convincing teachers to commit themselves to cross-curricular literacy initiatives, which is a particular concern at the secondary level.

"I can stand up and preach and I can stand up and talk and demand. But if we don't bring people on board it's not going to happen. So you give people opportunities to buy in. It's really easy to tell people to do something, but the challenge is to get them to believe it's important and to get them to ingrain those tasks." (Secondary vice principal)

"Starting from the administration down, I think they put the focus on trying to make it an important factor in the school, having kids leaving the school who are very literate, actually being very good at literacy, or trying to be above the average, perhaps. That push, from the top down, goes right through department heads. In general there's a good attitude towards that." (Secondary teacher)

"There is encouragement now for people to be part of the School Improvement Plan. Not just the principal and vice principal sitting down and making it. Other people are now part of creating it. Then they buy into it more." (Secondary teacher leader)

"We have a focus on literacy across the curriculum and we are holding teachers accountable. We want to know exactly what's going on in those classes in terms of literacy, submitting their lesson plans. It's a big challenge keeping that on track. Feedback I get indicates generally departments have accepted the responsibility for providing more literacy experiences for the kids." (Secondary vice principal)

In sum, our evidence suggests that school leaders engaged their staff in goal setting, believed in the value of their staff participating in decisions about goals, but expected their staff eventually to all pull in the same direction.

Creating high performance expectations. Raising performance expectations in the turnaround schools began at the ministry level. Once the ministry set specific province-wide performance targets for students on provincial literacy tests, and once they increased their support for the improvement process with additional resources for students and schools that were struggling, districts followed through by introducing higher expectations for students, teachers, and school-level leaders.

"We have guidance from the ministry – our turnaround team is excited. We're all on the same page and the kids are flourishing." (Elementary teacher)

Teachers were able to motivate each other to shift their expectations for themselves and their students, thus enabling the turnaround process to begin. For example:

"We had an opportunity to say, 'You know what? We realize it is not just Grade 3. How fair is it to the Grade 3 teacher? ... There are kids who maybe we didn't teach well enough before they got to Grade 3.' If we approach this properly we realize it's everybody in this together. If we start as low as kindergarten building blocks then we're not going to tumble in Grade 3." (Elementary teacher leader)

"There has been a major change – this is an inner city school – the mindset we had at the beginning was: 'These kids can't do it. These kids don't have the experiences that we have.'" (Elementary teacher)

School leaders took responsibility for communicating high expectations for their teachers with respect to the literacy initiatives, and then followed through to make sure the expectations were being met. These two comments illustrate how this practice was enacted:

"The school administrators have to encourage you more than anything because really, it's part of the job. But if you [as a teacher] are going to make a difference, you're going to need to go above and beyond the call of duty." (Secondary teacher)

"We have always taught literacy, but in the performance appraisal it becomes central for our discussion and I specifically ask teachers what they're doing to promote literacy in their classroom, and I'm looking for evidence of that. Evidence in their lesson plans, evidence in student work, evidence in strategies such as word walls and so forth." (Secondary vice principal)

In the turnaround schools we visited, teachers' acceptance of their roles in meeting ministry targets for students' results on literacy tests required unwavering insistence from the principals. In all of these schools, some portion of every staff meeting was allocated to raising awareness of literacy issues or providing resources.

Promoting effective communication. Effective communication among school leaders and staff included administrators' and other leaders having a visible presence in the school, listening to teachers, and maintaining an open-door policy.

"The present principal has really worked to have open dialogue about excellence in teaching and student achievement. She has an open-door policy of always discussing classroom issues related to teaching or whole-school student achievement, and is always willing to talk about it, get feedback or ideas, or suggestions." (Elementary teacher leader)

"We have weekly newsletters [from the principal], monthly division meetings, and monthly staff meetings – regularly." (Elementary teacher leader)

"[The turnaround team leader] ... has been down here on a monthly basis for the first two years. She's down to earth. Anyone can talk to her. Her personality is helpful. It could be threatening, intimidating, but the key is we feel free to talk to her." (Elementary teacher)

"Some administrators make it a great priority to be here and to be seen by the staff and the students." (Secondary teacher)

"Open-door policy – if he's here the door is open. You don't have to make an appointment. You can go to the principal or vice principals." (Secondary teacher leader)

"I feel comfortable if I have an issue, an idea, a thing I want to try, if you bring it to the principal, he will listen to it. He might not necessarily agree, or he might see potential pitfalls. He does listen to what you have to say. That's really important. People have a chance to voice their opinion." (Secondary teacher leader)

"The essence is communication – when people understand what's going on, why you have taken a particular approach. Administrators have to set the tone for communication. It can take a variety of forms – sometimes one on one." (Secondary vice principal)

The many challenges of working in a turnaround school increased the need for good lines of communication among leaders and staff.

Changes across the stages. Direction setting functions evolved quite noticeably during the turnaround stages, according to our evidence. At the Declining Performance stage, little explicit attention was paid to this category of practices. While some leaders had a sense of direction themselves, it was unlikely to be shared with staff, who were thus left to forge their own directions. The Crisis Stabilization stage began with a government-imposed goal for all schools not performing well, and goal setting at the school level related to that provincial goal became a prominent leadership function. Principals, and department heads at the secondary level articulated their visions to staff. Even though there was considerable urgency to improve student performance in the eight case schools, goal setting was a shared activity and successful leaders maintained the need for significant involvement on the part of their staff. High performance expectations flowed from the top down during the Crisis Stabilization stage, and effective channels of communication were developed to serve as conduits for these expectations, as well as a means of ensuring agreement on goals.

Table 6: Enactment of *Direction Setting* Practices in Each Stage

1. Direction Setting	Turnaround Stage One: Declining Performance	Turnaround Stage Two: Crisis Stabilization	Turnaround Stage Three: Sustaining Sustaining and Improving Performance
1.1 Identifying and articulating a vision	<ul style="list-style-type: none"> • If they have a vision for the student improvement process, district and school administrators have not made it clear to teachers • Principals provide little direction for teachers' efforts to improve students' test results 	<ul style="list-style-type: none"> • Principals have a vision for school improvement they can articulate to others • Department heads have a vision for developing cross-curricular instruction in literacy skills 	<ul style="list-style-type: none"> • Administrators and staff revisit vision and school mission to ensure they are going in the right direction • Administrators and teacher leaders articulate their belief systems regarding the importance of literacy instruction and improving student achievement
1.2 Fostering the acceptance of group goals	<ul style="list-style-type: none"> • Ministry, district, and school leaders' efforts to get teachers to act on common goals for improving students' achievement on literacy tests show little result • Administrators are not holding teachers accountable for acting on specific goals related to literacy initiatives • Elementary and secondary principals show a lack of consistency and follow through in fostering acceptance of group goals • Principals and vice principals develop School Improvement Plans on their own without input from teachers 	<ul style="list-style-type: none"> • Ministry, the district, and principals ensure provincial goals for students' literacy are clear for all school staff • Elementary and secondary principals include teachers in the development of School Improvement Plans • Secondary principals and teacher leaders get teachers "on board" with ministry's literacy initiatives • Secondary principals and vice principals check lesson plans to ensure teachers are complying with ministry goals such as cross-curricular literacy instruction • Elementary principals and turnaround team leaders hold all primary teachers accountable for trying new literacy-focused instructional strategies and for reporting on the results 	<ul style="list-style-type: none"> • Ministry, district, school leaders agree on common goals for improving students' results and working toward manageable goals for literacy initiatives
1.3 Creating high performance expectations/ Motivating others	<ul style="list-style-type: none"> • Ministry's and district's expectations for their own, school leaders', teachers' and students' performances are unclear • When ministry makes EQAO test results public and announces improvement targets, expectations start getting clearer • Administrators and teachers have low expectations for their students in inner city schools • Administrators and teachers are meeting their own (low) expectations for themselves and each other • Although students' results on provincial tests are consistently low, administrators and teachers believe they are acting as effective professionals 	<ul style="list-style-type: none"> • Ministry sets and enforces high expectations for students' performance on provincial literacy tests • Principals hold teachers accountable for including literacy instruction in all subject areas • Principals motivate staff and students to work on improving results on provincial tests • Teachers motivate each other to raise expectations for themselves and for their students 	<ul style="list-style-type: none"> • Ministry, district, school administrators continue to give public recognition to positive achievements in literacy instruction and students' results • Administrators continue to hold teachers accountable for improvements in students' literacy results • When students' achievement has improved significantly, administrators feel the burden of maintaining improvements and continuing to improve • Administration and teachers turn attention and resources to subject areas that have been neglected while literacy has been the prime focus

- Administrators provide little guidance for their teachers about their expectations for literacy instruction
- Administrators allow underperforming teachers to stay on staff
- Administrators use ineffective approaches to student discipline
- Administrators' leadership has resulted in continuing low test scores

1.4 Promoting effective communication	<ul style="list-style-type: none"> • Ministry people work at a great distance from schools • Principals make unilateral decisions • Principals are often away from the school and unavailable • Principals communicate with staff irregularly 	<ul style="list-style-type: none"> • Ministry representatives on turnaround teams work directly with primary staff, literacy leaders, and administrators in Turnaround schools • Principals are available and accessible to staff • Principals listen to teachers' concerns and ideas 	<ul style="list-style-type: none"> • Principals continue to listen to staff concerns and help resolve literacy-related instructional issues
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Developing People

Providing individualized support. Individualized support for teachers with questions about literacy instruction was available from district-level literacy consultants, from the literacy lead teacher in their schools, and from principals. Primary teachers involved with turnaround teams were able to use their collaborative sessions to address each other's individual concerns about instruction and student improvement. As several of these teachers explained:

"I've been working with the Grade 3 teacher supporting what she needs to work with her kids." (Elementary teacher leader)

"We have an itinerant literacy resource person who will go in and speak to a teacher, provide workshops for teachers." (Secondary vice principal)

Often teachers found it more effective to get help from their colleagues with whom they were now collaborating in teams and through regular meetings in their schools where literacy instruction was emphasized, rather than through sources they might have looked to before the turnaround effort began (e.g., district Professional Development, or literacy consultants). As teachers grew more comfortable collaborating with colleagues, consultations among peers became a natural approach to solving problems.

Modelling appropriate values and practices. When elementary teachers felt uncertain about how to teach literacy skills, literacy lead teachers modelled specific strategies in their classrooms so students' reactions were part of the learning experience.

"[The primary literacy lead]... uses her classroom as a model for differentiated instruction. We visited her class to see how she dealt with the lessons and then applied it in our classes." (Elementary teacher)

Principals also viewed themselves as role models for what it means to be a professional, as these comments from a principal and several teachers testify:

"I set high expectations. I work hard. I try to model it." (Elementary principal)

"I think you [the principal] have to model what you want the staff to do." (Secondary teacher leader)

"When you see the principal practicing what he preaches, or the admin team, and most people on staff as well, they become role models for others. The bottom line is they see success, they see results. I can't stress this enough. Nothing succeeds like success." (Secondary teacher leader)

"[The former principal] ...had a soft spot for the kids no one else really wanted to put a lot of attention into and I think because of her attention to them we've all kind of picked up on her lead and kind of run with it. She modelled it very well. As much as some staff members just wanted to give up on most kids (myself included)." (Secondary teacher)

Intellectual stimulation. Part of the process of turning a school around is ensuring that teachers and other leaders have opportunities to acquire the additional instructional strategies they require. In the turnaround teams' schools where new reading and writing programs were introduced along with an individualized approach to meeting children's learning needs, teachers who had been doing the same things for years had much to learn.

Professional development activities were provided by turnaround teams, by literacy lead teachers, and by district consultants. Workshops were offered through their districts, as well. These different forms of intellectual stimulation seemed to be both visible and valuable, as indicated in the following examples:

"The [turnaround team] leaders run in-services on: What is modelled reading? What does read-alone look like? What does share reading look like?" (Elementary teacher leader)

"The principal exposed us to the [literacy] test. At teachers' college, I'd never even seen a test. So I didn't know what I was preparing the kids for." (Elementary teacher)

"I'm involved in coaching to help teachers deliver a balanced literacy program." (Elementary teacher leader)

"The board has been wonderful in providing in-service for lead teachers and for administrators around literacy instruction and facilitating discussions at the school level." (Secondary principal)

"I work with teachers to follow up on strategies that work with these [at-risk] students. Most teachers still use the Socratic method and these students don't listen well. Their mind wanders." (Secondary teacher leader)

The consequences of this set of leadership practices was a distinct improvement in instructional capacity. As one teacher noted:

"We're more aware as a whole school of how to teach students better. We have to teach reading strategies for the test – explicitly teach the skills – inferring, questioning, synthesizing so they can understand the story." (Elementary teacher leader)

Changes across the stages. From the Declining Performance stage to the Crisis Stabilization stage, schools experienced something of a dramatic change in both the nature and quality of their capacity development efforts. Teachers began to assume much more ownership in their own development, looked to their immediate colleagues much more as sources of insight, and valued their access to highly specialized and focused outside professional development resources. Not least, in many cases they began the Crisis Stabilization stage with a strongly felt need to change and improve their own classroom practices. This need gave considerable meaning to the capacity building efforts in which they participated, as did the new culture of accountability for implementing new practices and improving student performance that had emerged in the turnaround schools.

Table 7: Enactment of *Developing People* Practices in Each Stage

2. Developing People	Turnaround Stage One: Declining Performance	Turnaround Stage Two: Crisis Stabilization	Turnaround Stage Three: Sustaining and Improving Performance
2.1 Providing individualized support	<ul style="list-style-type: none"> District provides consultants, but availability varies from year to year 	<ul style="list-style-type: none"> Ministry/Turnaround Teams provide help for individual teachers District provides literacy consultants Principals who are instructional leaders provide support Literacy leaders support colleagues Teachers support each other in literacy activities as they develop expertise and confidence 	<ul style="list-style-type: none"> Leaders continue to provide some form of individual support when needed regarding literacy instruction and testing Districts support literacy and instruction-related model classrooms to serve all secondary teachers
2.2 Modelling appropriate values and practices	<ul style="list-style-type: none"> Principals and teacher leaders act as role models 	<ul style="list-style-type: none"> Districts support literacy and instruction-related model classrooms to serve all elementary teachers Principals and teacher leaders model values and practices, with a focus on literacy improvement for all students Literacy leaders in elementary schools use their classrooms to demonstrate literacy strategies for colleagues 	
2.3 Intellectual stimulation/ Professional development (PD)	<ul style="list-style-type: none"> Ministry is not involved in school-based, literacy-focused PD for teachers on how to teach literacy skills District provides one-shot workshops or large group training without follow up to see what worked or didn't work District PD for secondary teachers is directed at academic students and those instructional methods are ineffective for applied and at-risk students District hires a few literacy leads who are spread thinly across schools Principals are unable to provide necessary PD for teachers until they become instructional leaders in literacy Lead teachers focus on administrative tasks rather than instructional improvements 	<ul style="list-style-type: none"> Ministry provides regular school-embedded PD as part of Turnaround Teams, including intensive follow up with primary teachers, literacy leaders, and administrators District provides literacy-related PD (often school-embedded) with follow up on how things worked Teacher leaders and administrators in each school participate in district level PD on literacy and literacy testing and provide PD for staff Teachers share their professional learning with colleagues – as part of book study (PLC activities) or after they have participated in PD activities outside the school 	<ul style="list-style-type: none"> Ministry, district, school leaders, teacher leaders continue to provide updated professional development related to literacy initiatives

Redesigning the Organization

Strengthening school culture and climate. School culture and climate did not seem to be an issue at the elementary level. Perhaps the smaller size of elementary schools made the development of a positive and collaborative culture less of a challenge for these schools. Secondary principals, on the other hand were acutely aware of the influence of their schools' culture and climate on student success.

"I believe strongly that school climate contributes to school success. If teachers feel demoralized – 'Nothing's good. No one listens to me. I don't care for the people I'm working with,' – it carries over into the classroom. I'm not saying that by making everyone happy results are going to improve, but I would say that most teachers of good will want their kids to be successful. So if they also have a good attitude about what they're coming to the school to do every day, I think that really contributes to success. ... I think everyone needs to feel valued, part of the community, feel like their voice is heard and so on. I believe we have a very collaborative school culture." (Secondary principal)

At one school, positive perceptions had been undermined by the rapid turnover of principals.

"[After having three principals at this school in the past four years] I get the impression that we're not a prize as far as principals go. That's just my perception. This is not a promotion for principals." (Secondary teacher)

Modifying organizational structures. In elementary schools the organizational structures that were modified during the turnaround process provided a daily schedule, including long uninterrupted blocks of time (100 minutes) for the literacy program.

"I think it has helped students because there are longer stretches of uninterrupted time. For planning it's excellent. I have enough time to do a shared reading practice, modelled reading practice, guided practice, and have independent practice." (Elementary teacher leader)

In some secondary schools, the timetable was adjusted during the week just before the literacy test in order to accommodate special test preparation programs for all Grade 9 and 10 classes.

"One of the strategies we do use for the preparation for the literacy test is we have a week that we call "Literacy Week" where we rearrange the timetable. Each day throughout a week time is devoted to literacy instruction in that subject area, matching the types of questions you'd see on a test." (Secondary principal)

Only a few people mentioned leaders making adjustments in organizational structures.

Building collaborative processes. Collaborative processes associated with literacy initiatives in turnaround schools took place in divisional teams (in elementary), grade teams, literacy teams, school improvement teams, directions teams, and literacy-focused professional learning communities (in both elementary and secondary). Membership on these teams included both teachers and administrators.

The turnaround teams introduced and facilitated collaborative processes with primary teachers. Often the success of the meetings they were able to attend during school hours led to similar collaborations during the school day in the junior and intermediate divisions. Several teachers described how both school- and district-level leadership was able to change the accepted norm of teachers working in isolation to a new eagerness to collaborate with colleagues, as indicated by the following comments:

"Teachers worked hard to read more, develop more, share more. At the very beginning of this we were kind of all in our own little world compartments and we weren't really sharing a lot and maybe we were a little bit reticent to let everyone know how we were doing it, thinking, 'well, maybe it's not good enough. Maybe I shouldn't brag. Maybe I shouldn't show [what I'm doing]... because it's maybe not the best.' ... Now everyone seems to be working hard and giving and taking ideas." (Elementary teacher)

"The principal really worked hard to bring divisions together through PLCs." (Elementary teacher leader)

"There has been a stress put on [by the district] that it's a school-wide responsibility. This is a learning community and so we're all responsible for student achievement and student success. We need to come at the problem together." (Elementary teacher leader)

"With superintendent support, other teams in the school are trying to move the turnaround project to the rest of the school. It's not part of the official project, but kids who are moving to junior grades need to be supported and on through intermediate as well." (Elementary teacher leader)

"This board has really put a great deal of effort and supported us as a school to develop a PLC." (Secondary principal)

"There has to be collaboration if something is going to affect the whole school – for example, changing the schedule for Literacy Week." (Secondary teacher leader)

"We have a small learning community. We meet once a month. We read, discuss books, go to conferences together, and talk about what we've tried. It's philosophically based discussions. We got started in Special Ed. We would start our meetings with a bit of learning. We'd talk about a reading or an article. It started last year." (Secondary teacher leader)

Building productive relations with the wider community. In the early stages of turnaround, elementary teachers had visited other schools that were further along in the process. But with their subsequent success came a steady flow of visitors to see how they were implementing literacy instruction strategies.

"Now something's happening [as a result of turnaround Teams intervention]. EQAO scores are up. Teachers are interested in coming here [to work] and the resources are here. A lot of schools and principals are coming to this school to see what's happening and learn." (Elementary teacher)

Another development in relationships outside the school (supported by the ministry and the district) was the establishment of connections between elementary and secondary schools so teachers and administrators could familiarize each other about what happens during the transition years (Grades 7 to 10) in their buildings. One of the results has been improved and expanded programs for students considered at-risk.

"Our admin and our feeder schools' admin meet monthly. They do a lot of work in the literacy area, prepping students." (Secondary teacher leader)

"I've also worked with the elementary feeder schools, seeing what preparation they're doing there, how they're helping the students. I think that's made a big difference in what they've been doing over the last several years." (Secondary teacher leader)

Changes across the stages. At the Declining Performance stage, school cultures encourage teachers to work individually and structures in the school reinforced that isolation. During the Crisis Stabilization stage, these cultures, and the structures that supported them, underwent considerable modification. Collaboration was clearly valued, and teams, committees, and working groups were formed in order to both allow and encourage it. Changes in structures were also made to accommodate different approaches to literacy instruction. Connections to the wider community began to acknowledge the contribution of all levels of schooling to the success of students on provincial tests.

Table 8: Enactment of *Redesigning the Organization* Practices in Each Stage

3. Redesigning the Organization	Turnaround Stage One: Declining Performance	Turnaround Stage Two: Crisis Stabilization	Turnaround Stage Three: Sustaining and Improving Performance
3.1 Strengthening school culture	<ul style="list-style-type: none"> Principals allow teachers to work in isolation Principals neglect to create a positive school culture 	<ul style="list-style-type: none"> Principals strengthen culture through collaborative activities 	<ul style="list-style-type: none"> Principals continue to initiate and support inclusive activities that strengthen school culture
3.2 Modifying organizational structures	<ul style="list-style-type: none"> Elementary principals have arranged traditional school schedules with a morning recess after about one hour of instruction time Principals lead staff meetings and focus on operations (rather than instruction) 	<ul style="list-style-type: none"> Elementary principals initiate changes in the schedule to create an uninterrupted 100 minute block of time for literacy program Secondary school literacy leaders initiate changes in the school schedule for one week before literacy test to accommodate an intensive test preparation program for Grade 9 and 10 Principals assign a part of every staff meeting to literacy-related activities 	<ul style="list-style-type: none"> School leaders work in collaboration with teachers to adjust to school structures as required by literacy testing and programming
3.3 Building collaborative processes/Learning community	<ul style="list-style-type: none"> Principals help support individualism among teachers by not setting up teams, PLCs Principals support some teams, but they do not put enough emphasis on specific literacy-related goals Testing grades – 3, 6, 10 are held responsible for EQAO testing, test prep, and students' results 	<ul style="list-style-type: none"> In Turnaround Teams schools, ministry initiates collaborative processes related to improving literacy instruction, including PLCs for primary teachers Districts and principals support PLCs for literacy-based activities in all grades District and school administration convince teachers in all grades that they are each responsible for EQAO tests, test prep, and students' results 	<ul style="list-style-type: none"> District continues to support literacy-related collaborative processes
3.4 Getting involved in community outside/ Building productive relations with the community	<ul style="list-style-type: none"> Elementary and secondary administrators and teachers work on literacy initiatives in isolation with no collaborative relations Most school administrators and teachers live outside their school's community and spend little time in the neighbourhood Administration and staff inspire some parents to work with their children on school-based literacy initiatives 	<ul style="list-style-type: none"> District and ministry support collaborative relationships between elementary and secondary teachers/administrators to improve literacy programming and placement of students in Grade 9 Administration arranges visits to other Turnaround schools and brings visitors in as things improve School leaders and staff run events aimed at getting more parents to come to the school and get involved Leaders and teachers spend time in the school community and invite parents into the school 	<ul style="list-style-type: none"> District continues to support relations between secondary and elementary feeder schools to enable better continuity of literacy instruction and correct placement of students in Grade 9 and 10 courses District continues to support events that bring parents, teachers, students together

Managing the Instructional Program

Staffing the instructional program. Although seldom mentioned during our interviews, staffing decisions had a great impact on the success of turnaround initiatives. Hiring staff with the specific skills needed for turning around student performance loomed large in the minds of school leaders who commented on it.

"My goal for Year Two was to get the appropriate teacher in the appropriate classroom." (Elementary principal)

"At this school the success of the whole [literacy] program has come from the entire staff buying in and that's from hiring the people that have the interest and expertise in the area, and then their enthusiasm carries to the rest of the staff, and then having everyone involved. I think that's what turned it around here." (Secondary principal)

Over the years, several teachers in turnaround schools who were not prepared to work with the literacy initiatives had moved to other schools.

Monitoring school and student progress. A new emphasis on data-based decision making about instruction led to increased vigilance at both district and school levels over the progress of individual students on standardized evaluation measures such as those used by the province, as these comments suggest:

"We've had staff meetings, divisional meetings analyzing EQAO results to see trends and types of questions where our students excel, as well as the ones they don't. Looking at results over the last few years. All grades in the school look at it." (Elementary teacher)

"At every meeting we look at the data board to figure out how to get students to move to the next level." (Elementary teacher leader)

"The Student Success initiative has done interesting things – identify kids, monitor their progress ... getting them in the right classes." (Secondary vice principal)

"We seem to have more stats and data to show we're doing better. Because we see more data, we talk about it outside staff meetings. We get data at staff meetings about comparing girls and boys and comparisons to other schools in the board." (Secondary teacher)

"My role is to find gaps and improve student test scores." (Secondary teacher leader)

Teachers and administrators worked together to ensure that teaching strategies were selected that would help develop students' particular literacy challenges.

Managing programs, committees, meetings. All the literacy improvement programs at both elementary and secondary levels were related to ministry initiatives, and management flowed through districts to schools. In the case of the eight turnaround schools, it seems that principals and teachers worked directly with turnaround teams without much reference to their districts. In the three elementary schools involved with turnaround teams, principals and teachers planned for and received resources directly from the ministry, rather than having to go through the district.

A large part of the management activities revolved around the work of the provincial testing agency – creating new tests, scoring tests, and reporting results annually. Elementary schools were responsible for managing everything required to administer the tests. Secondary schools were managing test preparation programs as well, which was a time-consuming set of activities that engaged many people at all levels for several weeks before the test was taken. A flavour of what was involved is evident in these remarks:

"I am chair of the literacy team, coming up with initiatives, running them by the leadership team, and making up projects." (Secondary teacher leader)

"I think it's a board-wide initiative. All will be doing some sort of practice for the literacy test. ... Yesterday the package was handed out." (Secondary teacher leader)

"I think a big change has also been in the delivery of the test to students with special needs. We have improved how we prepare students to use the [specialized] technology on a daily basis and for the test." (Secondary principal)

"I've been on the Literacy Committee for six years. I'm Chair this year, responsible for running the show. Making the list of who writes, coordinating the classrooms and teachers to supervise, providing accommodations, IEPs for students considered to be at-risk." (Secondary teacher leader)

Making connections with the wider community. Keeping informed of trends outside the school and staying knowledgeable about useful resources are things most successful leaders do. In the turnaround schools, for example, connecting took the following forms:

“The principal hears about current resources at board offices, through participation in workshops. She’s very knowledgeable.” (Elementary vice principal)

“When the literacy coach came, there was practically nothing that was new, current, or usable. [She was knowledgeable about the resources we needed.]” (Elementary teacher leader)

“The literacy lead is ... up on literacy. He’s always really good with passing on literacy documents and what’s happening at the board.” (Secondary teacher)

“Our admin team and communications program head are very knowledgeable. They read articles on literacy and are in tune with what’s going on, what’s worked in the States and what has failed.” (Secondary teacher leader)

Teachers relied on principals and other leaders to keep them informed about recent developments in ways to improve students’ literacy skills and to provide reference materials when requested.

Providing resources. Teachers and administrators at the turnaround schools agreed that the most helpful resource of all was the time to meet during the school day to discuss students’ achievement and ways to improve instruction.

“In spite of constraints in the budget, our principal is really good at getting things we need. That’s really helped me as a teacher.” (Elementary teacher leader)

“The biggest change with turnaround itself has been opportunities for staff to meet. We have money not only for material resources, but also human resources. We can free teachers for two days each month to reflect, set out an agenda of study, share ideas that are successful, and focus on students who need more help. Providing time for teachers is mandatory.” (Elementary principal)

“We’ve talked about this. The only thing we’ve come to – you can see our book room – it’s fabulous. But we’ve decided, if we had to choose between those resources and the human resources and time, we now, in retrospect find the time and human resources we feel are in the end perhaps more valuable than the material resources. Although you of course you need the material resources as well. The time to sit and reflect and talk and not feel rushed or hurried, and to really reflect on kids and our practice has been the most important thing, we’ve decided.” (Elementary principal)

“The admin team and student success lead have worked out a schedule to give teachers in departments and in learning teams opportunity to be released on a regular basis, sometimes going off campus, or working in a quiet place in the building. People get a lot of work done. The opportunity for planning and discussion – you can’t put a price on that.” (Secondary principal)

“We have a Literacy Committee. They provide us with things during staff meetings. We’ve done some exercises [related to literacy] ourselves, and they distribute materials during literacy week.” (Secondary teacher)

“I don’t think I mentioned the resource room where students can go down to get one-on-one help and it’s available all day long. The Head of Resource and his crew have worked with kids who were potentially at risk of failing the [literacy] test.” (Secondary teacher)

The influx of support from the ministry has succeeded in bringing resources to the schools, teachers, and students with the highest needs.

Sharing information. Sharing literacy-related news was mentioned by a few elementary and secondary teachers as an important function for leaders in their schools:

"[At staff meetings] there was flyers or information for us to share and talk about what was good and what would help our students, and how it would align us with our goals – success for the students. There's lots of opportunity to chat." (Elementary teacher leader)

"The teacher librarian receives extra money. He tells staff what he's purchased. Puts it on the table at staff meetings." (Secondary teacher)

"[The Literacy Lead] ... gives regular updates at staff meetings. He passes it on to departments and I pass it on to my group." (Secondary teacher leader)

Buffering. Principals and vice principals act as buffers for teachers, protecting them from distractions to their instruction in several ways. One way was by dealing effectively and consistently with student behaviour, thereby reducing classroom disruptions for teachers.

"I worked with the vice principal who knew the families and how much support there would be at home. Last year the suspension rate was really high – well over a hundred kids. It was pretty shocking." (Elementary principal)

"I use consistent assertive discipline throughout the school to deal with the behaviour issues." (Elementary principal)

Principals in the turnaround schools were also expected by some of their teachers to buffer them from too many visitors, a function not all principals were viewed as doing very well. As one teacher explained:

"They have to include more people on the decision making on whether we let the principal from this school come in instead of maybe just saying they're coming. So it's one thing to want to look great from the other schools looking in on us, but sometimes you have to think about what's best for the staff that's in the school." (Elementary teacher)

Changes across the stages. From the Declining Performance stage to the Crisis Stabilization stage, the management functions carried out by leaders shifted in their purpose from providing routine maintenance of on-going work in the school to aligning the standard operating procedures of the school with the overall goal of significantly improving student literacy performance. For example, "staffing" evolved from simply finding a generally well-qualified teacher, into locating someone with a specific set of skills to further the performance goals of the school. "Monitoring" shifted from simply scanning the environment for potential disruptions in the schools' routine work to diagnosing the progress of students, assessing the impact of existing approaches to instruction, and designing strategies to meet the unique needs of individual students and groups of students.

Table 9: Enactment of *Managing the Instructional Program* Practices in Each Stage

4. Managing the Instructional Program	Turnaround Stage One: Declining Performance	Turnaround Stage Two: Crisis Stabilization	Turnaround Stage Three: Sustaining and Improving Performance
4.1 Staffing the instructional program	<ul style="list-style-type: none"> District moves principals around frequently and causes disruptions in the school Principals are leading in schools where some staff resist getting involved in literacy initiatives 	<ul style="list-style-type: none"> Ministry hires appropriate people for turnaround teams District assigns appropriate principals, vice principals, literacy leaders to turnaround schools Principals and the district hire/place appropriate teachers in turnaround schools 	<ul style="list-style-type: none"> Districts and principals hire younger teachers knowing they are more likely to comply with new literacy initiatives Districts and principals hire teachers strategically selected to continue working on improving students' literacy results
4.2 Monitoring students' progress and the school's improvement	<ul style="list-style-type: none"> Ministry monitors and publishes students' results on provincial tests District and school administrators track results by school, but not by individual students Principals are aware of low scores among their students 	<ul style="list-style-type: none"> Ministry (Turnaround Teams) trains teachers in how to interpret EQAO data to inform instructional practices Principals and staff work together regularly on monitoring individual student's progress in school and tracking results on provincial tests 	<ul style="list-style-type: none"> Administrators and teachers are concerned about students who continue to achieve low scores in spite of everyone's best efforts Administrators and teachers are aware some students are immature and do not understand the importance of OSSLT for their futures Administrators and teachers are aware that scores will vary with each year's cohort of students Administrators have seen that improvements in students' test scores have effects on other areas (e.g., attendance, school spirit). They say: "Nothing succeeds like success"
4.3 Managing programs, committees, meetings	<ul style="list-style-type: none"> Ministry makes test easier some years than others (reputedly) District focuses on literacy test to the detriment of overall literacy District and school leaders rely on teachers volunteering to participate in literacy initiatives School leaders administer/organize test days according to ministry expectations Administration limits literacy awareness activities to close to test time 	<ul style="list-style-type: none"> The ministry/EQAO manage the provincial tests: create, organize, score, share results Ministry initiatives include: <ol style="list-style-type: none"> Turnaround Teams – elementary-school-level interventions to improve literacy in low achieving schools Secondary-school-level interventions to improve educational outcomes for students who are at-risk, with an emphasis on literacy District/Schools/Literacy Teams manage: <ol style="list-style-type: none"> Administration of the test in the school Preparation programs for all students who will be taking the literacy test Accommodations (extra time, scribes, etc.) on test-taking day for students who are eligible 	<ul style="list-style-type: none"> Ministry and district continue to support collaborative meetings among secondary staff and admin to set up school-based programs for at-risk students District moves PD from a central location closer to or into the schools that need most support to improve literacy results Administration and staff in elementary and secondary schools create conditions that make students want to attend and to achieve Elementary administrators and staff express concern about what happens after Turnaround is over Secondary administration concedes that for at-risk students it's not just the literacy test that is important, but how they will function in society Secondary administration brings students' attention to consideration of life after the diploma – work, careers, course selection
4.4 Knowing what's happening/Staying up to date	<ul style="list-style-type: none"> Administrators and staff know little: <ol style="list-style-type: none"> About literacy in general, How students acquire literacy skills, The provincial tests, test administration, test scoring, or how to best prepare students 	<ul style="list-style-type: none"> Principals, vice principals, and literacy leads stay informed about practical and scholarly developments in literacy testing and instruction 	<ul style="list-style-type: none"> Administration and staff stay up to date with changes to EQAO and developments in literacy instruction and learning
4.5 Providing resources	<ul style="list-style-type: none"> Ministry resources support district level literacy consultants The support provided by timely and sufficient ministry resources helps convince school staff that Turnaround and other literacy-based initiatives have a chance of succeeding 	<ul style="list-style-type: none"> Ministry, district, provide resources for school turnaround initiatives Turnaround provides material and human resources and time for primary teachers Districts extend the collaborative supports available to Primary teachers to Junior and Intermediate teachers District and principals allocate resources for helping at-risk students pass the literacy test 	<ul style="list-style-type: none"> Ministry/EQAO continue to upgrade the resources available for elementary and secondary teachers on their website Ministry, district, administration, teacher leaders, continue to provide effective material and human resources for all teachers to support literacy instruction

4.6 Sharing information	<ul style="list-style-type: none"> Principals and literacy leads are sharing information regarding literacy related issues and updates about the tests 	<ul style="list-style-type: none"> Principals and literacy leads/teams take information from district-level meetings back to teachers Librarian lets staff know about new resources 	<ul style="list-style-type: none"> Principals share information in ways that minimize staff resistance and maximize positive affect and productive activity for majority of staff
4.7 Delegating	<ul style="list-style-type: none"> Some principals avoid delegating jobs among teachers Some principals say it is important to delegate some tasks to reliable teachers 	<ul style="list-style-type: none"> Elementary principals think they need to delegate more Secondary principals ask for volunteers not giving people particular tasks 	<ul style="list-style-type: none"> Principals delegate and/or collaborate as needed
4.8 Buffering	<ul style="list-style-type: none"> Principals and vice principals work ineffectively to maintain calm and order in the school 	<ul style="list-style-type: none"> Elementary principals and vice principals buffer school staff from disruptive behaviours through assertive discipline policies Elementary principal buffers staff from disruptions of frequent visitors related to Turnaround and school improvement 	<ul style="list-style-type: none"> Admin and staff in secondary schools place students-at-risk in appropriate programs in Grade 9 and 10 to help prevent some behaviour problems

Summary: School Turnaround Leadership

Evidence from the four elementary and four secondary schools about core leadership practices indicates the following:

- The core leadership practices included in our original framework capture much of the work of leaders in turnaround schools.
- These practices are widely distributed among roles in both elementary and especially secondary schools.
- Those in formal leadership roles are still identified as the source of most of the core leadership practices. In particular, principals remain key enactors of the core practices in school turnaround contexts as they are reported to be in most other contexts.
- Somewhat unique to the provincial context in which the study was conducted, province-level leaders were significant sources of most of the core leadership practices. The government's vision for improved literacy was not contested by our turnaround schools, and the Ministry of Education's turnaround teams were widely regarded to be major sources of instructional leaders in all of the elementary schools in which they worked.
- District-level leaders were also important, especially to the secondary schools.
- Even at the early turnaround stage, successful school leaders adopted a much more collaborative approach to their leadership than has been reported to be the case by leaders in private turnaround contexts.

RESULTS OF THE QUANTITATIVE ANALYSIS



INTRODUCTION

Both the teacher and administrator surveys included questions about five issues, including:

- initiatives undertaken over the past three years to improve student literacy (10 items);
- changes that were perceived to have occurred over that period (10 items for teachers, 11 items for administrators);
- the nature of the leadership practices which had been enacted (27 items for teachers; 30 items for administrators, including 20 identical items);
- people and groups exercising influence on the school's improvement efforts (10 items); and
- demographic characteristics of respondents (6 items for teachers, 7 items for administrators).

In the case of items measuring both the changes made by teachers as part of their schools' turnaround effort and the initiatives taken by their schools to improve student literacy, there was no reason to expect the items to be measuring an identifiable underlying set of factors. So an exploratory factor analysis was conducted on teachers' survey responses to both variables, and each set of items was loaded on a single factor. The sample of administrators was too small to conduct a similar analysis on their responses.

Leadership measures used for the surveys were derived from earlier research, adapted modestly to reflect the turnaround context, as we had learned about it in the first stage of the study. These measures were intended to assess four broad dimensions of leadership and a larger number of specific practices within each dimension. Because items from earlier versions of the instrument had been adapted for this study, an exploratory factor analysis was also conducted on responses to the teacher survey. Items from this measure loaded on three conceptually uninterpretable factors. For this reason, the original, four-dimensional conception of leadership was retained in the reporting of results.

The next five sections of this report summarize the responses of both teachers and administrators to items measuring the variables outlined above. Six response options were available for each question, ranging from 1 (least positive) to 5 (most positive) and 6 (don't know). In each section, the responses of teachers and administrators from turnaround schools are summarized in tabular form and described first. This is followed by a comparison of the responses of turnaround teachers and administrators and the responses of teachers and administrators from the schools which had improved from an acceptable level of performance.

IMPROVEMENT INITIATIVES

Turnaround Schools

Respondents were asked how much effort they had devoted to each of ten improvement initiatives described in Table 10. Treated as a single scale, the reliability of the teacher survey responses was .92, and the administrator survey responses, .84. Across all initiatives, principals rated the amount of effort spent on these initiatives about one point higher than teachers on the five-point scale (3.01 vs. 3.99). A difference of this magni-

tude between teachers' and principals' ratings of almost any school variable is common and not likely a significant feature of this study (Desimone et al., 2006). As the standard deviations reported in Table 10 indicate, there was also much more variation among teachers', as compared with principals', responses. Differences in teacher and principal ratings, as Table 10 indicates, reached statistical significance for eight of the ten items measuring school improvement initiatives.

Although principals' and teachers' ratings generated a different rank ordering of initiatives to which most effort was devoted, there was a high level of agreement about which set of initiatives had consumed the most effort. These five initiatives, listed in order of teacher ratings (highest to lowest), included:

- aligning instruction with provincial test content (rated third by principals);
- monitoring student learning and developing plans for individual instruction (rated fourth by principals);
- increasing the quality of professional development for principals (also rated third by principals);
- making the school a safer place emotionally and physically (rated second by principals);
- increasing the quality of professional development for teachers (rated first by principals).

All five of these improvement initiatives were awarded “a lot” to “a great deal” of effort, according to teachers and principals. Teachers and principals generally agreed that much less effort had been devoted to changing policies and procedures that intended to reduce time on student discipline or to improve student attendance. Adjusting the school schedule to provide more time for teacher collaboration also attracted only “a little” effort, according to teachers ($m = 2.54$), and “some” effort, according to principals ($m = 3.63$).

Turnaround vs. Improving Schools

A summary of responses from teachers and administrators in the sample of improving schools regarding the effort they devoted to the ten school improvement initiatives can be found in Appendix A. Results of comparing the responses of teachers and administrators from turnaround and improving schools can be summed up as follows:

- Teachers from both turnaround and improving schools rated the extent of effort devoted to all ten school improvement initiatives lower than did school administrators. These differences were statistically significant for eight of the ten improvement initiatives in the case of turnaround school respondents, and two of the ten initiatives in the case of improving school respondents;
- Turnaround school teachers rated the extent of effort devoted to the improvement initiatives lower than improving school teachers for nine of the ten initiatives;
- Turnaround school administrators rated the extent of effort devoted to the improvement initiatives higher than the improving school administrators for six of the ten initiatives.

At least for teachers, these comparative results provide evidence of a clear trend, but that trend is counter-intuitive. One might reasonably expect turnaround school teachers to have rated the effort they devoted to the ten school improvement initiatives higher than teachers from improving schools, since the challenges they faced seemed larger, as were the gains made in student achievement. Perhaps the turnaround teachers just had a different perspective at the time of data collection about what constituted “a lot” of effort. Or perhaps these differences reflect systematic differences between the two samples of teachers that are unrelated to their improvement efforts, a plausible consequence of the small sample sizes.

Table 10: School Improvement Initiatives in Turnaround Schools

Initiatives	Teacher Survey (N = 215) (Cronbach's Alpha = .92)		Administrator Survey (N = 12) (Cronbach's Alpha = .84)		Difference (t test)
	Mean	Standard Deviation	Mean	Standard Deviation	
1. Making the school a safer place emotionally and physically	3.21	1.19	4.46	.66	3.77*
2. Adjusting the school schedule to allow more time for teacher collaboration	2.54	1.21	3.62	.96	3.16*
3. Creating policies and practices to improve student attendance	2.68	1.24	3.25	1.14	1.56
4. Changing policies and procedures so teachers spend less time on student discipline	2.35	1.11	3.46	.88	3.57*
5. Increasing parental involvement in the school and in their children's learning	2.75	1.12	3.92	.95	3.69*
6. Increasing resources	3.15	1.31	4.31	.75	3.16*
7. Monitoring students' learning more closely, and using results to plan individual instruction	3.55	1.08	4.08	.76	1.72
8. Aligning classroom instruction with the content of provincial tests	3.60	.97	4.31	.63	2.62*
9. Increasing the quality and focus of professional development for teachers	3.15	1.23	4.54	.66	4.04*
10. Increasing the quality and focus of professional development for principals	3.30	1.25	4.31	1.03	2.81*
Aggregated Mean	3.01	—	3.99	—	

*Differences are significant at the 0.05 level.

TEACHER CHANGES

Turnaround Schools

As Table 11 indicates, teachers were asked about the extent to which they had made ten changes over the past three years (1 = not at all, 5 = a great deal). Principals were asked about the extent to which they believed their teachers had made the same changes, with one addition. Treated as a single scale, the reliability of teacher survey responses was .91, and the administrator survey responses .95. As the aggregated means at the bottom of Table 11 show, principals (not surprisingly) were more optimistic ($m = 4.21$) than were their staff ($m = 3.41$) about the extent of these changes, as a whole. But differences between teachers and principals reached statistical significance on only one item (involvement in meaningful professional development).

Rankings of the extent of these changes (based on ratings) were less similar between teachers and principals than was the case with ratings of the improvement initiatives reported above. Both respondent groups, however, believed that teachers had expanded and improved their instructional repertoires “quite a bit” (teacher mean = 3.80, the second-highest teacher rating) to “a great deal” (principal mean = 4.08, the highest principal rating). Principals rated equally as highly, however, two other changes: more teacher collaboration about instruction, and more teacher involvement in meaningful professional development. Rated highest (3.81) by teachers was the item “I am setting higher expectations for myself.”

Turnaround vs. Improving Schools

A summary of responses from teachers and administrators in the sample of improving schools, about the extent to which teachers had made ten changes (the administrator survey included 11), can be found in Appendix B. Results of comparing the responses of teachers and administrators from turnaround and improving schools can be summed up as follows:

- Teachers in turnaround schools rated lower the extent to which they had made the changes than did school administrators for eight of the ten changes, while teachers, ratings in improving schools were higher than administrator ratings for five of ten changes. However, these differences almost never reached statistical significance for either group of teachers.
- Mirroring the earlier pattern of results for ratings of school improvement initiatives, turnaround teachers rated the extent to which they had made changes lower than improving teachers for all ten of the changes.
- Turnaround school administrators, on the other hand, rated the extent to which their teachers had made the changes higher than did the improving school administrators for eight of eleven changes about which they were asked.

Setting aside unknown group differences possibly due to the small sample sizes, these results may be explained by differences between turnaround and improving teachers in their standards for judging “the extent” to which they made changes. Turnaround school administrators clearly have the most optimistic perspective on the extent of teacher change in their schools, which is perhaps not surprising since they are the people most obviously and directly being held accountable for increasing their students’ achievement.

Table 11: Teacher and Principal Ratings of Extent of Change in Teachers over the Past Three Years: Turnaround Schools

Teacher Survey (N = 215) (Cronbach's Alpha = .91)			Administrator Survey (N = 12) (Cronbach's Alpha = .95)			Difference (t test)
Changes	Mean	Standard Deviation	Changes	Mean	Standard Deviation	
1. My belief that all children can learn has increased	3.27	1.17	Teachers' belief that all children can learn has increased	3.85	.69	1.76
2. My repertoire of instructional strategies has expanded and improved	3.80	1.01	Teachers' repertoire of instructional strategies has expanded and improved	4.08	.76	.97
3. I am collaborating more often with my colleagues about instructional matters	3.50	1.08	Teachers are collaborating more often with their colleagues about instructional matters	4.08	.67	1.85
4. I am more involved in analyzing my students' individual progress	3.61	.98	Teachers are more involved in analyzing their students' individual progress	3.92	.95	1.14
5. I am more often involved in meaningful professional development	3.04	1.25	Teachers are more often involved in meaningful professional development	4.08	.64	2.96*
6. I am more conscious of my contribution to a safe and healthy school environment	3.55	1.10	Teachers are more conscious of their contributions to a safe and healthy school environment	3.92	.79	1.15
7. I find it easier to ask for help with curriculum or instructional issues	3.23	1.18	Teachers find it easier to ask for help with curriculum and instructional challenges	3.77	.72	1.63
8. I feel more like all teachers are sharing responsibility for all students in the school	2.89	1.24	Teachers are sharing responsibility for all students in the school	3.46	.78	1.64
9. I am setting higher expectations for my students	3.44	1.31	Teachers are setting higher expectations for their students	3.83	.94	1.12
10. I am setting higher expectations for myself	3.81	1.14	Teachers are setting higher expectations for themselves	3.58	1.00	-.686
11. N/A for teachers			Teachers are spending more time interpreting individual student test results	3.55	1.13	
Aggregated Mean	3.41	—		4.21	—	

*Differences are significant at the 0.05 level.

NATURE OF LEADERSHIP PRACTICES

Turnaround Schools

Table 12 summarizes teachers' ratings of the extent to which the leadership practices measured by this study contributed to the success of their school's turnaround efforts (1 = very little, 5 = a great deal). As the table indicates, there are four broad leadership dimensions, each including from three to five more specific practices, 15 in total. The scales measuring all dimensions and specific sets of practices surpass the minimum level of reliability (see Cronbach's Alpha for all scales in Table 12). Aggregating all items in Table 12 yields an overall mean leadership rating of 3.03. Leadership, as a whole, was viewed by teachers as contributing "somewhat" to the success of their schools' turnaround efforts. Considering the four broad dimensions separately, *direction setting* was viewed as making the greatest contribution (m = 3.21) and *developing people* the least (m = 2.81). Approximately the same mid-range ratings were awarded to *redesigning the organization* (m = 3.04) and *managing the instructional program* (m 3.06).

The three specific leadership practices included in *direction setting* were rated in the relatively narrow 3.14 to 3.27 range, suggesting their approximate value for turning around schools from the teachers' perspectives. A similarly narrow range of ratings is also evident for practices included in *developing people* (2.70 to 2.97). A substantially greater range of ratings is evident, however, for the specific practices included in the remaining two leadership dimensions. Ratings of specific practices included in *redesigning the organization*, ranged from 2.64 (building collaborative processes) to 3.40 (modifying organizational structures); and for *managing the instructional program*, ratings ranged from 2.25 (buffering) to 3.42 (knowing what is happening/staying up to date).

Considering the ratings of specific leadership practices across the four leadership dimensions, the most highly rated practices (those rated 3 or higher) included:

- knowing what is happening/staying up to date (m = 3.42);
- modifying organizational structures (m = 3.40);
- promoting effective communication (m = 3.27);
- fostering the acceptance of group goals (m = 3.18);
- monitoring students' progress and school improvement (m = 3.15);
- creating high performance expectations (m = 3.14);
- Building productive relations with the community (3.11);
- strengthening school culture (3.05).

Turnaround vs. Improving Schools

A summary of responses from teachers and administrators about their rating of the value of the core leadership practices in the sample of improving schools can be found in Appendix C. Results of comparing the responses of teachers from turnaround and improving schools were as follows:

- Turnaround teachers rated lower than improving schools teachers the value of all but one of the 15 specific leadership practices (ratings were identical for it), continuing the trend reported for teacher ratings of both school improvement initiatives and teacher changes.
- Based on teachers' ratings, the four categories of leadership practices were ranked in their value exactly the same by the two groups of teachers (1 = Direction setting, 2 = Managing the instructional program, 3 = Redesigning the organization, 4 = Developing people).
- Furthermore, seven of eight specific leadership practices that were rated highest by turnaround teachers were also rated highest by the improving schools teachers.

These results further demonstrate the tendency of teachers in improving schools to provide more consistently more positive survey responses than teachers in turnaround schools. However, both groups of teachers appear to hold almost exactly the same opinions about which leadership practices have been of the most value to their turnaround or improvement efforts.

Table 12: Teachers’ Ratings of the Value of Core Leadership Practices: Turnaround Schools

Leadership Practices (N = 220 to 250) (Cronbach’s Alpha = .97)	Mean	Standard Deviation
1. Direction Setting (.89)	3.21	.97
Fostering acceptance of group goals	3.18	1.07
Creating high performance expectations	3.14	1.32
Promoting effective communication	3.27	1.06
2. Developing People (.91)	2.81	1.09
Providing individualized support	2.70	1.14
Modelling appropriate values and practices	2.97	1.28
Providing intellectual stimulation	2.92	1.20
3. Redesigning the Organization (.82)	3.04	.91
Strengthening the school’s culture	3.05	1.18
Modifying organizational structures	3.40	1.10
Building collaborative processes/learning community	2.64	1.08
Building productive relations with parents/community	3.11	1.10
4. Managing the Instructional Program (.88)	3.06	.92
Staffing the instructional program	2.90	1.16
Monitoring student and school progress	3.15	1.02
Knowing what is happening/staying up-to-date	3.42	1.03
Providing resources	2.87	1.16
Buffering	2.25	1.14

SOURCES OF LEADERSHIP ENACTMENT

Turnaround Schools

School administrators were asked a series of questions aimed at determining the primary sources of a subset of the leadership functions summarized in Table 12, above (the full set of functions was reduced to keep the administrator survey to a manageable length). Which people or groups assumed most responsibility for enacting each of these leadership functions? Respondents were asked to choose from six options: principal/vice principal; turnaround teams or other ministry leaders; district leaders; teacher leaders; teacher teams; and no one. Table 13 summarizes responses from 12 of the administrators involved in this aspect of the study (14 administrators sent back surveys, but not everyone responded to each item). For each leadership function, the percentage of respondents electing each role or group is listed.

As the bottom row of Table 13 indicates, principals and vice principals were the primary source for the leadership functions as whole, followed at a distant second and third ranking by teacher leaders (16.1%) and teacher teams (10.7%) respectively. A more detailed examination of Table 13, however, indicates significant variation in this overall pattern across leadership dimensions and specific practices.

Direction setting. Eight specific items were used to measure the distribution of three specific practices included in this leadership dimension. Considering the practices in aggregate, principals reported themselves (36.3%) and teacher leaders (28.8%) to have assumed the greatest responsibility for direction setting in their schools. This overall pattern prevails for the specific practices of “creating high performance expectations” and “promoting effective communication.” However, responsibility for “fostering the acceptance of group goals,” was enacted, according to principals and vice principals, primarily by teacher leaders (36.1%), teacher teams (22.2%), and, to a lesser extent, ministry personnel/turnaround teams (19.4%).

Developing people. A total of nine items were used to measure the distribution of two specific practices within this dimension: “providing intellectual stimulation” and “providing individualized support.” In aggregate, results suggest a prominent role for principals and vice principals (33.2%) in the enactment of this leadership dimension, with a strong supporting role for teacher leaders (24.1%) and teacher teams (17.8%). Principals and vice principals are awarded the bulk of the responsibility for “providing individualized support” (53.2%), and teacher leaders take on the bulk of the responsibility for “providing intellectual stimulation.” However, district leaders (17.9%) and teacher teams (17.3%) also feature in the enactment of this specific practice.

Redesigning the organization. Six items measured two specific practices within this dimension of leadership: “modifying organizational structures” and “building collaborative processes.” In aggregate, principals and vice principals were considered to carry most of the responsibility for enacting this set of practices (71.7%). This pattern was most pronounced with “modifying organizational structures” (86.1%), but still substantial with “building collaborative processes” (57.3%). District leaders were assumed by some to be responsible for “building collaborative processes,” as well (13.9%).

Managing the instructional program. Three specific practices encompassed within this leadership dimension were measured by a total of seven items. Results suggested that principals and vice principals were overwhelmingly responsible for enacting these practices ($m = 69.6\%$). According to 80.8% of respondents they were the primary enactors of “providing resources,” and 100% identified them as taking primary responsibility for “staffing the instructional program.”

Turnaround vs. Improving Schools

A summary of responses from school administrators about sources of enactment of leadership practices in the sample of improving schools can be found in Appendix D. A comparison of the responses of administrators showed the following:

- Principals and vice principals were viewed by a large proportion of the respondents from both sets of schools to be the primary enactors of all four categories of leadership functions.
- Administrators from turnaround schools most frequently identified teacher leaders as secondary enactors of the direction setting functions; while district leaders were most frequently identified by administrators in improving schools.
- For the functions related to developing people, teacher leaders and teacher teams share the secondary enactor role, according to turnaround school administrators. This was also the opinion of administrators from improving schools, but district leaders figured almost as prominently.
- Administrators from both groups of schools almost always identified themselves as responsible for the leadership functions associated with redesigning the organization.
- Functions related to managing the instructional program were dominated by principals and vice principals in the turnaround schools, but were more widely shared with district leaders, teacher leaders, and teacher teams in improving schools.

According to these results, school administrators are central enactors of all major dimensions of leadership, whether in turnaround or improving schools. However, there are differences among the two groups of schools with respect to secondary enactor roles. Teachers figure more prominently in turnaround schools (as teacher leaders and teacher teams), while district leaders are more prominent in improving schools.

One might argue that the prominence awarded to school administrators in these results is a function of the source of the data itself: these same school administrators, it might be argued, could have a bloated sense of their own influence. Nonetheless, these results are quite consistent with most other relevant research which paints a central role, especially for principals, in school decisions.

Table 13: Percentage of Principals Identifying Each Role/Group as the Primary Enactor of Leadership Functions: Turnaround Schools

Leadership Practices (N = 12)	Principal/ Vice Principal	Ministry/ Turnaround	District Leaders	Teacher Leaders	Teacher Teams	No one
1. Direction Setting	36.3	11.0	6.0	28.8	11.6	5.1
Fostering acceptance of group goals	5.6	19.4	8.3	36.1	22.2	11.1
Creating high performance expectations	42.6	9.1	5.5	28.0	8.6	0.0
Promoting effective communication	60.6	4.5	4.2	22.4	4.1	4.1
2. Developing People	33.2	7.9	9.0	24.1	17.8	8.2
Providing individualized support	53.2	5.0	0.0	16.7	18.3	6.7
Providing intellectual stimulation	13.1	10.8	17.9	31.4	17.3	9.6
3. Redesigning the Organization	71.7	7.1	7.0	2.8	4.5	7.1
Modifying organizational structures	86.1	5.6	0.0	2.8	2.8	2.8
Building collaborative processes/learning community	57.3	8.6	13.9	2.8	6.1	11.4
4. Managing the Instructional Program	69.6	5.7	2.9	8.8	8.7	4.4
Staffing the instructional program	100.0	0.0	0.0	0.0	0.0	0.0
Monitoring student and school progress	58.3	8.8	3.0	11.9	9.1	8.8
Providing resources	80.8	2.6	2.8	5.6	8.3	0.0
Aggregated Leadership Functions	40.3	7.9	6.2	16.1	10.7	6.2

PEOPLE AND GROUPS INFLUENCING SCHOOL IMPROVEMENT INITIATIVES

Turnaround Schools

Leadership can be considered the enactment of distinct behaviours or practices, as shown, in Table 13. But leadership is sometimes conceptualized more broadly as the exercise of influence. Defining leadership as influence permits an estimate of both the main sources of leadership in a school turnaround context and the total amount of leadership present in the school. Evidence from this approach to leadership also responds to questions about the value of more or less “focused” (single person) leadership in school turnaround contexts, and whether having more overall leadership is a productive state for schools facing serious performance challenges.

Both the teacher and administrator surveys included ten items that inquired about the extent of influence of a wide range of stakeholders on schools' improvement efforts, as listed in Table 13. Survey respondents were asked to rate the influence of each stakeholder/group on a scale ranging from 1 (no influence at all) to 5 (a great deal of influence). The far-right column of Table 14 aggregates the ratings by teachers and administrators for each of ten groups or roles (rankings based on the ratings are in brackets). Teachers with formally designated leadership roles are viewed as having the most influence by a fairly wide margin. This is the case for the teacher and administrator ratings considered separately.

School administrators are awarded the next highest influence by administrators, but not by teachers. Ratings by teachers placed administrators in fourth place ($m = 3.28$) behind informal teacher leaders ($m = 3.56$) and teacher teams ($m = 3.39$), whereas administrators rated informal teacher leaders fourth. The relative ratings by teachers and administrators were identical or very similar for all other people and groups.

Turnaround vs. Improving Schools

A summary of responses from both teachers and school administrators about sources of influence on school improvement initiatives in the sample of improving schools can be found in Appendix E. The responses of teachers and administrators from turnaround and improving schools do not differ much. In both turnaround and improving schools, school administrators, teachers with formally designated roles, and teacher teams are viewed as exercising the most influence, while individual parents and parent groups were awarded least influence.

Table 14: Sources of Influence on School Improvement Initiatives: Turnaround Schools

Sources of Influence	Teacher Survey (N = 207)		Administrator Survey (N = 11)		Combined Mean (rank)
	Mean (rank)	Standard Deviation	Mean (rank)	Standard Deviation	
Ministry/Turnaround staff	2.65 (6)	1.395	3.33 (6)	1.557	2.99 (5)
District-level superintendents/Director	2.11 (8)	1.103	2.62 (8)	1.193	2.37 (7)
District-level consultants	2.60 (7)	1.274	3.50 (5)	1.000	3.05 (4)
School administrators	3.28 (4)	1.256	4.46 (2)	.519	3.87 (2)
Teachers with formally designated lead roles	3.67 (1)	1.124	4.62 (1)	.506	4.15 (1)
Informal teacher leaders	3.56 (2)	1.069	4.08 (4)	.641	3.82 (3)
Teacher teams	3.39 (3)	1.143	4.25 (3)	.754	3.82 (3)
Individual parents	1.95 (9)	1.046	1.92 (9)	1.084	1.94 (8)
Parent groups	1.86 (10)	.963	1.67 (10)	.651	1.77 (9)
Students	2.69 (5)	1.185	2.73 (7)	1.348	2.71 (6)

RELATIONSHIPS: LEADERSHIP AND SCHOOL IMPROVEMENT INITIATIVES

Table 15, based on teacher survey responses, reports correlations between measures of leadership (dimensions and aggregate score) and the improvement initiatives, as a whole, undertaken by schools as part of their turnaround efforts. The correlation between the aggregate leadership score and the improvement initiatives as a whole is very strong (.811). Correlations between individual leadership dimensions and the initiatives as a whole are also strong, but slightly less so, ranging from .696 (direction setting) to .763 (managing the instructional program). All correlations are significant at the 0.01 level. Differences in the relationships between improvement initiatives and each of the four leadership dimensions are not significant.

Appendix F reports very similar results for the improving schools sample.

Table 15: Leadership Dimensions and School Improvement Initiatives: Turnaround Schools

Leadership Dimensions	Initiatives – All Items*
Direction Setting	.696*
Developing People	.737
Redesigning the Organization	.754
Managing the Instructional Program	.763
Aggregated Leadership	.811

*All correlations are significant at the 0.01 level (2-tailed)

Table 16 reports correlations between leadership (including the four dimensions as well as the aggregate score) and the ten individual improvement initiatives. Once again, all correlations are significant at the 0.01 level. The trends in these results point to a slightly greater relationship between leadership and four improvement initiatives, including:

- increasing the quality and focus of teachers professional development (PD) (.655);
- increasing resources (.633);
- monitoring student learning and using results to plan individual instructional methods (.623);
- adjusting the school schedule to allow more time for teacher collaboration (.611).

Appendix G reports very similar results for the improving schools sample.

Table 16: Specific Leadership Practices and School Improvement Initiatives: Turnaround Schools

School Improvement Initiatives	Direction Setting	Developing People	Redesigning the Organization	Managing the Instructional Program	Aggregated Leadership
Making the school a safer place emotionally and physically	.492*	.506	.585	.543	.586
Adjusting the school schedule to allow more time for teacher collaboration	.544	.567	.561	.555	.611
Creating policies and practices to improve student attendance	.462	.443	.495	.470	.512
Changing policies and procedures so teachers spend less time on student discipline	.470	.525	.582	.525	.580
Increasing parental involvement in the school and in their children's learning	.412	.523	.570	.542	.569
Increasing resources	.529	.568	.572	.613	.633
Monitoring students' learning more closely and using results to plan individual instruction	.535	.533	.571	.623	.623
Aligning classroom instruction with the content of provincial tests	.464	.438	.399	.449	.482
Increasing the quality and focus of professional development for teachers	.567	.634	.559	.615	.655
Increasing the quality and focus of professional development for principals	.491	.539	.501	.552	.572

*All correlations are significant at the 0.01 level (2-tailed)

RELATIONSHIPS: LEADERSHIP AND TEACHER CHANGES

Table 17, based on teacher survey responses, describes the relationship between measures of leadership and changes made by teachers as part of their schools' turnaround efforts. The correlation between the aggregated measures of leadership and teacher change is .671, which is strong, but not nearly as strong as the relationship between leadership and school improvement initiatives.

Correlations between individual leadership dimensions and teacher changes, as whole, are also strong but slightly less so, ranging from .606 (managing the instructional program) to .628 (redesigning the organization). All correlations are significant at the 0.01 level. Differences in the relationships between teacher changes and each of the four leadership dimensions are quite small. Appendix H reports very similar results for the improving schools sample.

Table 17: Leadership Dimensions and Teacher Changes as a Whole: Turnaround Schools

Leadership Dimension	Teacher Changes All Items*
Direction Setting	.610*
Developing People	.611
Redesigning the Organization	.628
Managing the Instructional Program	.606
Aggregated Leadership	.671

*All correlations are significant at the 0.01 level (2-tailed)

Table 18 reports correlations between leadership (the four dimensions, as well as the aggregate score) and the ten teacher changes. Once again, all correlations are significant at the 0.01 level. This is also the case, as Appendix I indicates, for results from the improving schools sample. The strongest relationships found in this table are between leadership and teachers' reports of being "involved in more meaningful professional development" (.627).

AN EXPLORATION OF CAUSAL RELATIONSHIPS

Using teacher survey responses, this section reports the results of regression analyses in which teacher change was conceptualized as the dependent variable, improvement initiatives as the mediating variable, and leadership as the independent variable. Such a conception follows substantial evidence that school leadership effects on students, and often on teachers, are indirect – mediated by other variables over which school leaders have direct influence and which, in turn, directly influence teachers and students. This justifies the assumption that school leadership has its strongest effects on the school's improvement initiatives, and these improvement initiatives have a relatively strong influence on teachers. These assumptions would predict stronger relationships between leadership and improvement initiatives than between leadership and teacher changes. Correlations reported in sections, Relationships: Leadership and School Improvement Initiatives, and Relationships: Leadership and Teacher Changes, which generally confirm this prediction. The correlation between leadership and improvement initiatives is .811 while the correlation between leadership and teacher changes is .671.

Table 18: Leadership Dimensions and Individual Teacher Changes: Turnaround Schools

Teacher Changes	Direction Setting	Developing People	Redesigning the Organization	Managing the Instructional Program	Aggregated Leadership
1. My belief that all children can learn has increased	.435*	.446	.447	.427	.478
2. My repertoire of instructional strategies has expanded and improved	.461	.394	.404	.376	.443
3. I am collaborating more often with my colleagues about instructional matters	.383	.413	.440	.395	.449
4. I am more involved in analyzing my students' individual progress	.487	.495	.491	.489	.537
5. I am more often involved in meaningful professional development	.538	.619	.574	.559	.627
6. I am more conscious of my contribution to a safe and healthy school environment	.415	.403	.461	.444	.478
7. I find it easier to ask for help with curriculum or instructional issues	.476	.511	.525	.491	.544
8. I feel more like all teachers are sharing responsibility for all students in the school	.509	.503	.561	.552	.580
9. I am setting higher expectations for my students	.387	.395	.426	.451	.465
10. I am setting higher expectations for myself	.417	.359	.377	.373	.422

*All correlations are significant at the 0.01 level (2-tailed)

To further examine the relationship between these three sets of variables, a bi-variate linear regression analysis was conducted to evaluate the prediction of the overall change score from the overall leadership score. Results indicate that the two variables are linearly related. Teachers' impressions of school leadership have an impact on their overall estimate of the changes they themselves have made. The regression equation for predicting the relationship is:

$$\text{Predicted Overall Change} = .63 (\text{Overall Leadership}) + 1.59$$

As hypothesized, teachers who rated leadership behaviours higher tended to perceive greater changes in themselves and their school environment. The correlation between the change score and the leadership score was .63. Approximately 39% of the variance of the overall change score was accounted for by its linear relationship with the leadership score.

A multiple regression analysis was then conducted to predict the overall change score from scores of both leadership and improvement initiatives. The linear combination of the leadership and initiative scores was significantly related to the change score (adjusted R² = .44, F (2, 256) = 101.47, p < .01). Approximately 44% of the variance of the overall change score can be accounted for by the leadership and initiative measures. Results also indicate that the initiative score predicts change significantly (albeit only slightly) over and above the leadership score (R² change = .05, F (2, 256) = 23.02, p < .01). Based on these results, the improvement initiatives score adds only a small amount of additional predictive power beyond that contributed by the leadership score.

A SYNTHESIS OF QUALITATIVE AND QUANTITATIVE RESULTS

This mixed-methods study collected case study evidence from school administrators, teachers, parents, and students, as well as survey data from teachers and school administrators. Case study data were from four elementary and four secondary schools portrayed as successful “turnarounds” because they had improved the performance of their students on provincial tests over a three- or-four year period, from significantly below to significantly above their districts' averages.

Survey data were provided by teachers and administrators from a sample of elementary-level turnaround schools and an approximately comparable sample of elementary schools which had significantly improved their students' performance over the previous three or four years, starting from an already acceptable level (usually at, or just below, their districts' averages).

The purposes for these two different types of data were to:

- Uncover the processes evident in schools attempting to dramatically increase their students' academic performance.
- Estimate the significance of leadership in the successful turnaround schools.
- Identify how successful leadership practices are enacted at different stages in the school turnaround process.
- Explore the similarities and differences between successful turnaround leadership and successful leadership for improving already adequately performing schools.

Eight Claims About Leadership in Turnaround and Improving Schools

Taking the form of eight “claims about leadership,” this section synthesizes what has been learned from both the case study and survey components of the study about the four purposes.

1. Low-Performing Schools Require Effective Leadership to Turn Around

This is no surprise. Evidence mostly from non-school organizations portrays leadership as the major factor accounting for successful turnarounds. Results of this study are consistent with the importance attributed to leadership in school turnaround contexts, as well. None of the schools we studied could have reasonably been expected to significantly improve their students' achievement in the absence of effective leadership. All survey measures of leadership used in the study were significantly and strongly correlated with schools' improvement initiatives and teacher changes.

2. The “Core” Leadership Practices Encompass Most of What is Required to Successfully Lead a School Turnaround

Our study of turnaround leadership was framed by a four-dimensional conception of successful or core leadership practices: direction setting; developing people; redesigning the organization; and managing the instructional program. Included within these four broad dimensions are more specific leadership acts or behaviours (14 to 19, depending on the data source). We refer to these dimensions and behaviors together, as “core” leadership practices.” One of our hypotheses was that these practices would encompass almost all of what leaders do in most contexts, including turning around low-performing schools.

Both the qualitative and quantitative evidence provided by the study confirm this hypothesis. In particular, when the core leadership practices were used to code the interview data about leadership from teachers, administrators, and parents, virtually no other practices were identified. The teacher survey asked respondents to rate the value of each of the core leadership practices, as experienced in their schools, to their schools' turnaround efforts. Moderately positive values were awarded to all four categories of practices, with “Direction Setting” capturing the highest ratings, and “Developing People” the lowest (an apparent contradiction to other findings about the importance of professional development). Among the specific leadership acts or behaviours rated as most valuable by respondents, three stand out: providing resources; building a learning community or collaborative culture in the school; and ensuring adequate amounts and types of professional development, which is one component of “intellectual stimulation.”

3. The Core Leadership Practices Hold Approximately the Same Value for the Schools Improving from an Acceptable Level of Performance as They Hold for Turnaround Schools

This claim emerges from a comparison of survey responses from teachers in turnaround and improving schools. There was very little difference between the responses of these two groups of teachers to questions about the value of the core leadership practices to their schools' efforts to improve student learning. This was the case for the following reasons: the ratings of value attached to each of the four categories of leadership practices; the ranking of importance attached to the four categories; and the specific leadership practices rated as being of greatest value to the schools' improvement efforts.

4. Changes in School Turnaround Processes are Accompanied by Changes in How Core Leadership Practices are Enacted

Although we hypothesized that the core leadership practices capture what successful leaders do in almost all contexts, we also hypothesized that the enactment of those practices is quite sensitive to context. In the case of turning around a school, each of the three turnaround stages presents a different context, potentially calling for different forms of leadership enactment. Results of this study support this hypothesis and provide a relatively detailed picture of how leadership enactments change as the stage of school turnaround changes.

Direction setting. These functions evolved quite noticeably during the turnaround stages, according to our evidence. At the Declining Performance stage, little explicit attention was paid to this category of practices. While some leaders had a sense of direction themselves, it was unlikely to be shared with staff, who were thus left to forge their own directions. The Crisis Stabilization stage began with a government-imposed goal for all schools not performing well, and goal setting at the school level related to that provincial goal became a prominent leadership function. Principals, and department heads at the secondary level, articulated their visions to staff. Even though there was considerable urgency to improve student performance in the eight case schools, goal setting was a shared activity and successful leaders maintained the need for significant involvement on the part of their staff. High performance expectations flowed from the top down during the Crisis Stabilization stage and effective channels of communication were developed, to serve as a conduit for these expectations, as well as a means of ensuring agreement on goals.

Developing people. From the Declining Performance stage to the Crisis Stabilization stage, schools experienced something of a dramatic change in both the nature and quality of their capacity development efforts. Turnaround teams provided forms of professional development that teachers and principals regarded as about the most beneficial they had ever experienced. Teachers began to assume much more ownership in their own development, looked to their immediate colleagues much more as sources of insight, and valued their access to highly specialized and focused professional development resources available from outside the school. Not least, in many cases they began the Crisis Stabilization stage with a strongly felt need to change and improve their own classroom practices. This felt need gave considerable meaning to the capacity-building efforts in which they participated, as did the new culture of accountability for implementing new practices and improving student performance that had emerged in the turnaround schools.

Redesigning the organization. At the Declining Performance stage, school cultures encouraged individual work on the part of teachers, and structures in the school reinforced that isolation. During the Crisis Stabilization stage, these cultures, and the structures that supported them, underwent considerable modification through leaders' efforts. Collaboration was clearly valued, and teams, committees, and working groups were formed in order to both allow and encourage it. Changes in structures were also made to accommodate dif-

ferent approaches to literacy instruction. Connections to the wider community began to acknowledge the contribution of all levels of schooling to the success of students on provincial tests.

Managing the instructional program. From the Declining Performance stage to the Crisis Stabilization stage, the management functions carried out by leaders shifted in their purpose, from providing routine maintenance of ongoing work in the school to aligning the standard operating procedures of the school with the overall goal of significantly improving student literacy performance. For example, “staffing” evolved from simply finding a generally well-qualified teacher into locating someone with a specific set of skills to further the performance goals of the school. “Monitoring” shifted from simply scanning the environment for potential disruptions in the school’s routine work to diagnosing the progress of students, assessing the impact of existing approaches to instruction, and designing strategies to meet the unique needs of individual students and groups of students.

5. Effective Turnaround School Leadership is Narrowly Distributed

Evidence about the people and groups who provide turnaround leadership, as a whole, was collected from teachers and principals during both the qualitative and quantitative portions of the study. These data were provided in response to questions about the relative amount of influence exercised by different people and groups during the school turnaround process, without distinguishing among turnaround stages. Results paint a quite consistent picture. Formal teacher leaders were always rated as having the greatest influence, suggesting that their content knowledge and instructional expertise were of prime importance to turnaround success. School administrators were rated second in importance in both data sets, followed by teacher teams, and informal teacher leaders. In response to a direct question about relative influence, turnaround teams were rated fifth (much lower than the influence they had in helping schools make the transition to the Crisis Stabilization stage). District staff, parents and students were typically awarded least influence in both data sets.

In sum, approximately 75% of the turnaround leadership in elementary schools is provided by just three sources; principals, formal teacher leaders, and the Ministry of Education. This is also the case in secondary schools, but with the Ministry of Education replaced by district staff. Those in formal leadership roles are still identified as the source of most of the core leadership practices. In particular, principals remain key enactors of the core practices in school turnaround contexts, the same as they are reported to be in most other contexts.

6. As School Turnaround Processes Evolve, the Nature and Number of Sources of Leadership Changes

Earlier turnaround research indicates that leadership at the beginning of the turnaround process tends to be highly focused in one person or a small team of people. As the organization begins to turn around, leadership becomes increasingly shared or collaborative. The present study also found that successful leadership took different forms at different turnaround stages. Stimulating the move from Declining Performance to Crisis Stabilization required a fairly directive and focused form of leadership, primarily from provincial policy-makers.

For secondary schools, the transition from Declining Performance to Crisis Stabilization was prompted by the decision of provincial policy makers’ to make passing the Grade 10 literacy test a requirement for graduation. This requirement made it mandatory for teachers to pay attention to the tests, and began the process of aligning their efforts with the province’s efforts. Without the intervention of policy-makers, it seems unlikely that the staff in the four secondary schools in this study would have focused as much effort and energy on improving the literacy skills of their less successful students seems unlikely to have emerged, and certainly not in the brief span of a few years.

For elementary schools, the government's commitment to significant improvements in primary language achievement was the key stimulant for moving to the Crisis Stabilization stage. Flowing from that commitment (or focused leadership) was the establishment of the province's Literacy and Numeracy Secretariat (LNS) and the creation of turnaround teams. Although using the new resources provided by the government remained officially "optional," there was substantial pressure on schools whose students were achieving significantly below average to take advantage of these new resources. The government's vision for improved literacy was not contested by turnaround schools in this study. The initiatives created by the focused leadership of government agents, taken together, conspired to make it extremely difficult to ignore the need to act on poor student performance. After the transition to the Crisis Stabilization stage, leadership became considerably more collaborative.

Although schools in this study had not yet moved solidly into the third turnaround stage, evidence suggests that collaborative forms of leadership were likely to continue, with the sources of leadership in schools continuing to expand as the capacities of school staff expands. Some related research in contexts similar to this study suggests that principals rely primarily on expertise as the criterion for deciding who in their schools will share leadership responsibilities (Anderson, 2008; Leithwood et al., 2007). This expansion of leadership sources in schools is likely to be fostered at the third turnaround stage by the changed perspectives we observed among teachers, which include the following: their willingness to be held responsible for what students learned; their growing awareness of the long-term effort that would be required to sustain and improve their students' performance; a new awareness of just how interdependent were the efforts of elementary and secondary schools if student performance was to be successfully nurtured; and a much broader view of all the factors that account for student success.

7. Leaders Face Predictable Challenges in Stabilizing the Declining Performance of Schools

Across both elementary and secondary schools, the Declining Performance stage was characterized by teachers' feelings of helplessness, denial of responsibility for the learning of all students, and resistance to external intervention. School staff, aware in a general way about the relatively poor performance of their students on provincial tests, nonetheless did not see their own efforts as likely to make much difference. Rather, conditions experienced by students in their family and community environments, along with limited learning potential, were the primary explanations given for poor performance. There was little evidence of teachers working toward common goals.

Based on such an explanatory framework, it was difficult for school staff to accept responsibility for turning around their students' poor performance. This contributed to an attitude on the part of staff that provincial efforts were largely irrelevant or not to be taken seriously. With a view of their own expertise as being unrelated to the performance of many of their students, school staff at this stage had difficulty seeing much value in complying with external pressures to improve their students' performance.

These results appear to be predictable, since other studies of low-performing schools in widely different locations have reported very similar challenges (e.g., Duke et al., 2007; Muijs et al., 2004; Nicolaidou & Ainscow, 2005; Potter, Reynolds & Chapman, 2002).

8. Leaders Move their Schools from “Declining Performance” to “Crisis Stabilization” by Changing Teacher Attitudes and School Cultures

The challenge for leaders in moving their schools to the Crisis Stabilization stage can be summed up as the need to foster three sets of beliefs among teachers:

- All students are capable of learning when appropriate instruction is provided.
- While a student’s family background has important consequences for learning, schools are able to more than compensate for the effects of challenging family circumstances.
- What schools need to do in order for all students to achieve at improved levels is known, can be learned, and requires everyone in the school to work toward common goals.

Transition to the Crisis Stabilization stage, initially prompted by ministry policy initiatives, and also widely supported by districts, was accompanied by important shifts in attitudes such as these, and in the school’s culture. Many teachers began to believe that the province’s focus on literacy and numeracy was in the best interests of their students, and many adopted this focus as their own. All department heads in the four secondary schools included in the first phase of the study began to take responsibility for including literacy instruction in their lessons in all subject areas.

The quality of professional development that teachers received during this period was widely regarded as among the best they had ever experienced, and principals began to hold teachers accountable for implementing what they had learned. Teachers demonstrated significantly greater willingness to work collaboratively with their colleagues, and a sense of school-wide responsibility for student success began to pervade the professional cultures of these schools. Staff no longer looked outside of the school for explanations of student failure, but focused instead on the many things they could do within the school to ensure success.

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APPENDICIES

Appendix A: School Improvement Initiatives in Improving Schools

Initiatives	Teacher Survey (N = 94) (Chronbach's Alpha = .91)		Administrator Survey (N = 8) (Chronbach's Alpha = .51)		Difference (t test)
	Mean	Standard Deviation	Mean	Standard Deviation	
1. Making the school a safer place emotionally and physically	3.66	.994	4.50	.535	2.36*
2. Adjusting the school schedule to allow more time for teacher collaboration	3.17	1.258	3.75	1.035	1.26
3. Creating policies and practices to improve student attendance	2.41	1.018	3.13	.641	1.94
4. Changing policies and procedures so teachers spend less time on student discipline	2.41	1.159	3.14	.690	1.64
5. Increasing parental involvement in the school and in their children's learning	3.33	1.041	3.88	.991	1.43
6. Increasing resources	3.79	1.172	4.13	1.126	.785
7. Monitoring students' learning more closely, and using results to plan individual instruction	4.01	.878	4.13	.641	.359
8. Aligning classroom instruction with the content of provincial tests	3.76	.935	4.13	.835	1.06
9. Increasing the quality and focus of professional development for teachers	3.38	1.273	4.25	.886	1.89
10. Increasing the quality and focus of professional development for principals	3.56	1.095	4.43	.535	2.03*
Aggregate Mean	3.348	—	3.947	—	

*Differences are significant at the 0.05 level.

Appendix B: Teacher and Principal Ratings of Extent of Change in Teachers over the Past Three Years: Improving Schools

Teacher Survey (N = 90) (Cronbach's Alpha = .87)			Administrator Survey (N = 7) (Cronbach's Alpha = .95)			Difference (t test)
Changes	Mean	Standard Deviation	Changes	Mean	Standard Deviation	
1. My belief that all children can learn has increased	3.52	1.119	Teachers' belief that all children can learn has increased	3.86	.900	.782
2. My repertoire of instructional strategies has expanded and improved	4.04	.798	Teachers' repertoire of instructional strategies has expanded and improved	3.71	.951	-1.036
3. I am collaborating more often with my colleagues about instructional matters	3.91	.969	Teachers are collaborating more often with their colleagues about instructional matters	3.57	.976	-.904
4. I am more involved in analyzing my students' individual progress	3.86	.815	Teachers are more involved in analyzing their students' individual progress	3.71	.756	-.444
5. I am more often involved in meaningful professional development	3.40	1.162	Teachers are more often involved in meaningful professional development	4.13	1.126	1.702
6. I am more conscious of my contribution to a safe and healthy school environment	3.74	1.122	Teachers are more conscious of their contributions to a safe and healthy school environment	3.88	1.246	.332
7. I find it easier to ask for help with curriculum or instructional issues	3.54	1.076	Teachers find it easier to ask for help with curriculum and instructional challenges	3.50	1.309	-.099
8. I feel more like all teachers are sharing responsibility for all students in the school	3.34	1.156	Teachers are sharing responsibility for all students in the school	3.63	1.506	.644
9. I am setting higher expectations for my students	4.09	.905	Teachers are setting higher expectations for their students	3.75	1.035	-.997
10. I am setting higher expectations for myself	4.29	.694	Teachers are setting higher expectations for themselves	3.25	1.165	-3.820*
11. N/A for teachers			Teachers are spending more time interpreting individual student test results	3.75	.886	
Aggregate Mean	3.77	—		3.70	—	

*Differences are significant at the 0.05 level

Appendix C: Teachers' Ratings of the Value of Core Leadership Practices: Improving Schools

Leadership Practices (N = 91) (Cronbach's Alpha = .95)	Mean	Standard Deviation
1. Direction Setting (.84)	3.50	0.87
Fostering acceptance of group goals	3.20	1.10
Creating high performance expectations	3.84	1.06
Promoting effective communication	3.65	0.96
2. Developing People (.89)	3.19	0.95
Providing individualized support	3.01	1.03
Modelling appropriate values and practices	3.28	1.24
Providing intellectual stimulation	3.38	1.08
3. Redesigning the Organization (.87)	3.31	0.94
Strengthening the school's culture	3.63	1.16
Modifying organizational structures	3.40	1.06
Building collaborative processes/learning community	2.91	1.15
Building productive relations with parents/community	3.48	1.01
4. Managing the Instructional Program (.90)	3.43	0.85
Staffing the instructional program	3.03	1.23
Monitoring student and school progress	3.65	0.91
Knowing what is happening/staying up-to-date	3.83	0.87
Providing resources	3.14	1.25
Buffering	2.45	1.32

Appendix D: Percentage of Principals Identifying Each Role/Group as the Primary Enactor of Leadership Functions: Improving Schools

Leadership Practices (N = 8)	Turnaround Teams	Ministry	District Leaders	Teacher Leaders	Teacher Teams	No one
1. Direction Setting	52.8	6.7	22.2	9.4	6.1	2.8
Fostering acceptance of group goals	35.0	20.0	0	18.3	18.3	8.3
Creating high performance expectations	33.3	0	66.7	0	0	0
Promoting effective communication	90.0	0	0	10.0	0	0
2. Developing People	41.1	0	15.0	16.1	25.0	2.8
Providing individualized support	55.6	0	0	5.6	33.3	5.6
Providing intellectual stimulation	26.7	0	30.0	26.7	16.7	0
3. Redesigning the Organization	83.3	0	8.3	0	4.2	4.2
Modifying organizational structures	100.0	0	0	0	0	0
Building collaborative processes/learning community	66.7	0	16.7	0	8.3	8.3
4. Managing the Instructional Program	45.2	0	19.5	7.5	12.7	15.1
Staffing the instructional program	14.3	0	28.6	14.3	14.3	28.6
Monitoring student and school progress	63.0	0	13.3	0	23.7	0
Providing resources	58.3	0	16.7	8.3	0	16.7
Aggregated Leadership Functions	57.8	2.0	13.1	7.9	13.6	5.6

Appendix E: Sources of Influence on School Improvement Initiatives: Improving Schools

Sources of Influence	Teacher Survey (N = 87)		Administrator Survey (N = 7)		Combined Mean (rank)
	Mean (rank)	Standard Deviation	Mean (rank)	Standard Deviation	
School administrators	3.52 (4)	1.187	4.25 (1)	.707	3.89 (1)
Teacher teams	3.64 (1)	.964	4.13 (2)	.835	3.89 (1)
Teachers with formally designated lead roles	3.60 (3)	1.170	4.00 (3)	1.000	3.8 (2)
Informal teacher leaders	3.62 (2)	1.009	3.75 (4)	.707	3.69 (3)
District level superintendents/ Director	2.45 (7)	1.271	3.43 (5)	1.397	2.94 (4)
Students	2.90 (5)	1.208	2.88 (6)	1.246	2.89 (5)
District level consultants	2.72 (6)	1.128	2.88 (7)	.641	2.80 (6)
Ministry/Turnaround staff	2.25 (8)	1.174	2.50 (8)	.837	2.38 (7)
Parent groups	2.22 (9)	1.005	2.50 (9)	.756	2.36 (8)
Individual parents	2.21 (10)	1.007	2.14 (10)	.900	2.18 (9)

Appendix F: Leadership Dimensions and School Improvement Initiatives:* Improving Schools

Leadership Dimensions	Initiatives – All Items*
Direction Setting	.581**
Developing People	.684
Redesigning the Organization	.759
Managing the Instructional Program	.738
Aggregated Leadership	.777

**All correlations are significant at the 0.01 level (2-tailed)

Appendix G: Leadership and School Improvement Initiatives as a Whole: Improving Schools

School Improvement Initiatives	Direction Setting	Developing People	Redesigning the Organization	Managing the Instructional Program	Aggregated Leadership
Making the school a safer place emotionally and physically	.332*	.419	.523	.406	.479
Adjusting the school schedule to allow more time for teacher collaboration	.347	.392	.612	.534	.542
Creating policies and practices to improve student attendance	.405	.485	.454	.493	.510
Changing policies and procedures so teachers spend less time on student discipline	.430	.569	.627	.563	.614
Increasing parental involvement in the school and in their children's learning	.316	.443	.503	.470	.493
Increasing resources	.513	.545	.603	.608	.641
Monitoring students' learning more closely and using results to plan individual instruction	.421	.508	.588	.582	.600
Aligning classroom instruction with the content of provincial tests	.359	.364	.346	.423	.419
Increasing the quality and focus of professional development for teachers	.469	.566	.512	.572	.595
Increasing the quality and focus of professional development for principals	.556	.488	.548	.570	.595

*All correlations are significant at the 0.01 level (2-tailed)

Appendix H: Leadership Dimensions and Teacher Changes as a Whole:* Improving Schools

Leadership Dimension	Teacher Changes All Items*
Direction Setting	.591**
Developing People	.585
Redesigning the Organization	.713
Managing the Instructional Program	.659
Aggregated Leadership	.703

**All correlations are significant at the 0.01 level (2-tailed)

Appendix I: Leadership Dimensions and Individual Teacher Changes: Improving Schools

Teacher Changes	Direction Setting	Developing People	Redesigning the Organization	Managing the Instructional Program	Aggregated Leadership
1. My belief that all children can learn has increased	.377**	.425**	.448**	.277**	.407**
2. My repertoire of instructional strategies has expanded and improved	.386**	.269**	.438**	.346**	.407**
3. I am collaborating more often with my colleagues about instructional matters	.428**	.445**	.454**	.363**	.457**
4. I am more involved in analyzing my students' individual progress	.462**	.452**	.515**	.473**	.525**
5. I am more often involved in meaningful professional development	.526**	.592**	.602**	.566**	.635**
6. I am more conscious of my contribution to a safe and healthy school environment	.359**	.242*	.369**	.273**	.351**
7. I find it easier to ask for help with curriculum or instructional issues	.583**	.498**	.611**	.551**	.621**
8. I feel more like all teachers are sharing responsibility for all students in the school	.644**	.545**	.611**	.551**	.637**
9. I am setting higher expectations for my students	.434**	.294**	.482**	.346**	.431**
10. I am setting higher expectations for myself	.436**	.320**	.467**	.373**	.449**

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Appendix J: Turnaround Schools and the Leadership They Require – Teachers’ Survey

Dear Teacher,

This survey is part of a study sponsored by the Ministry of Education and the Canadian Education Association. It is focused on leadership in schools that are engaged in significant improvement initiatives. Your anonymous responses to this survey will help provide resources for other educators with the same goals. We sincerely appreciate your contribution to our understanding of your experiences in the last few years. *Please note: By completing and returning the survey, you are granting permission for us to use your responses in aggregate form with those of teachers/administrators in other schools as part of a summary report on leadership in turnaround schools. No district, school, or individual will be identified in any publications or presentations based on the data from this survey.*

Please indicate how much effort has been devoted to the following initiatives over the past three years:

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable at this school/Don't know because I am new to the school

	1	2	3	4	5	N/A
1. Making the school a safer place emotionally and physically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adjusting the school schedule to allow more time for teacher collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Creating policies and practices to improve student attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Changing policies and procedures so teachers spend less time on student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Increasing parental involvement in the school and in their children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Increasing resources (e.g., staff, subject experts, instructional materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Monitoring students' learning more closely and using results to plan individual instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aligning classroom instruction with the content of provincial tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Increasing the quality and focus of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Increasing the quality and focus of professional development for principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you have made the following changes in the last three years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
11. My belief that all children can learn has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My repertoire of instructional strategies has expanded and improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am collaborating more often with my colleagues about instructional matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am more involved in analyzing my students' individual progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you have made the following changes in the last three years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
15. I am more often involved in meaningful professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am more conscious of my contribution to a safe and healthy school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I find it easier to ask for help with curriculum or instructional issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. I feel more like all teachers are sharing responsibility for all students in the school
19. I am setting higher expectations for my students
20. I am setting higher expectations for myself

Indicate to what extent the following leadership practices contributed to the success of your school's improvement efforts:

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|--------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 21. Helping teachers create detailed plans for improving students' literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Providing teachers with examples of work that is expected of students to improve literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Encouraging teachers to raise test scores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Clearly communicating expected standards in this school for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Encouraging feedback from teachers on their progress in improving students' literacy achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Providing staff with high quality professional development opportunities focused on literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Examining and discussing student work with teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Observing classroom instruction and providing teachers with constructive feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Examining individual students' literacy test results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Working directly with teachers who are struggling to improve their instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Providing time in the school schedule for literacy-related professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Demonstrating expertise in literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate to what extent the following leadership practices contributed to the success of your school's improvement efforts:

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 33. Creating a sense of community in the school among staff, students and parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Staying current with district's expectations regarding EQAO test achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Staying current with Ministry's expectations regarding EQAO achievement results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Staying up to date about best practices and the best resources to support students' literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Communicating with parents and the community about literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Expecting staff to include literacy instruction at all levels and in every subject area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Creating opportunities for teachers to work productively with colleagues from other schools to improve student literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Helping teachers to build productive relationships with parents/guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Selecting new teachers who can work effectively with staff on literacy improvement initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | | |
|---------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 42. Tracking individual and school-wide achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Actively monitoring the quality of literacy instruction in the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Holding teachers accountable for the nature and quality of their planning and teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Providing resources, supplies, and access to technologies proven effective for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Providing time in the school schedule for teachers to learn to use the resources effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Buffering teachers from unnecessary distractions to their work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate the extent to which the following individuals and groups have influenced improvement efforts in your school:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|--------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 48. Ministry/Secretariat staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. District level superintendents/director | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. District level consultants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. School administrators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. Teachers with formally designated lead roles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate the extent to which the following individuals and groups have influenced improvement efforts in your school:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 53. Informal teacher leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. Teacher teams | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. Individual parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. Parent groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

58. What do you consider to be the two or three most important actions to take in moving your school forward this year and next year?

59. What are the biggest challenges to maintaining progress?

60. What is important that we have not asked about?

Demographic information:

61. Your role: Teacher with formal leadership responsibilities Teacher without formal leadership responsibilities

62. Assignment at this school: Full time Part time

63. Please indicate your school's level:

Kindergarten–Grade 6; Kindergarten–Grade 8; Grade 7–8; Grade 9–12; Other

64. Including this year, how many years have you worked as a teacher?

1–3 years; 4–6 years; 7–10 years; more than 10 years

65. How many years have you taught at this school?

1–3 years; 4–6 years; 7–10 years; more than 10 years

66. What is your average class size?

less than 20 students; 20–25 students; 26–30 students; more than 30 students

Thanks for your help!

Appendix K: Turnaround Schools and the Leadership They Require – Administrators’ Survey

Dear School Administrator,

This survey is part of a study sponsored by the Ministry of Education and the Canadian Education Association. It is focused on leadership in schools that are engaged in significant improvement initiatives. Your responses to this survey will help provide resources for other educators with the same goals. We sincerely appreciate your contribution to our understanding of your experiences in the last few years. Please note: *By completing and returning the survey, you are granting permission for us to use your responses in aggregate form with those of teachers/administrators in other schools as part of a summary report on leadership in turnaround schools. No district, school, or individual will be identified in any publications or presentations based on the data from this survey.*

Please indicate how much effort has been devoted to the following initiatives over the past 3 years:

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable at this school/Don't know because I'm new to the school

	1	2	3	4	5	N/A
1. Making the school a safer place emotionally and physically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adjusting the school schedule to allow more time for teacher collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Creating policies and practices to improve student attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Changing policies and procedures so teachers spend less time on student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Increasing parental involvement in the school and in their children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Increasing resources (e.g., staff, subject experts, instructional materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Monitoring students' learning more closely and using results to plan individual instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aligning instruction in the school with the provincial tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Increasing the quality and focus of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Increasing the quality and focus of professional development for principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the extent to which you have seen the following changes in your teachers over the past several years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
11. Teachers' belief that all children can learn has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers' repertoire of instructional strategies has expanded and improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teachers are collaborating more often with their colleagues about instructional matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Teachers are more involved in analyzing their students' individual progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the extent to which you have seen the following changes in your teachers over the past several years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
15. Teachers are more often involved in meaningful professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teachers are more conscious of their contributions to a safe and healthy school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Teachers find it easier to ask for help with curriculum and instructional challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | | |
|----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. Teachers are sharing responsibility for all students in the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Teachers are spending more time interpreting individual student test results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Teachers are setting higher expectations for their students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Teachers are setting higher expectations for themselves | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate which people or groups have assumed greatest responsibility for the following leadership tasks (please select one):

Key: 1 = Principal/Vice Principal; 2 = Ministry/Secretariat Staff; 3 = District Leaders; 4 = Teacher Leaders; 5 = Teacher Teams; 6 = No one

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. Helping teachers create detailed plans for improving students' literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Providing teachers with examples of work that is expected of students to improve literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Encouraging teachers to raise test scores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Clearly communicating expected standards in this school for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Encouraging feedback from teachers on their progress in improving students' literacy achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Providing staff with high quality professional development opportunities focused on literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Examining and discussing student work with teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Actively and effectively supporting excellence in literacy instruction by updating resources and exemplars | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Deepening teachers' understanding of literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Using student assessments as a focus for conversations with teachers about improving instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate which people or groups have assumed greatest responsibility for the following leadership tasks:

Key: 1 = Principal/Vice Principal; 2 = Ministry/Secretariat Staff; 3 = District Leaders; 4 = Teacher Leaders; 5 = Teacher Teams; 6 = No one

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 32. Clarifying for teachers the stages and sequences for improving literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Encouraging teachers to implement what they have learned in their professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Giving teachers opportunities to work on aspects of their teaching they are trying to improve | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Focusing teachers' attention on improvement of literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Focusing staff and students on the nature of EQAO tests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Providing time in the school schedule for teachers to exchange ideas about literacy-related topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Providing time and materials for teacher teams to work together on improving literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Observing classroom instruction and providing teachers with constructive feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 40. Examining individual students' literacy test results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Working directly with teachers who are struggling to improve their instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Providing time in the school schedule for literacy-related professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Expecting staff to include literacy instruction at all levels and in every subject area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Creating opportunities for teachers to work productively with colleagues from other schools to improve student literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Helping teachers to build productive relationships with parents/guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Selecting new teachers who can work effectively with staff on literacy improvement initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Tracking individual and school-wide achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. Actively monitoring the quality of literacy instruction in the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. Holding teachers accountable for the nature and quality of their planning and teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. Providing resources, supplies, and access to technologies that are known to be effective for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. Providing time in the school schedule for teachers to learn to use the resources effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate how much overall influence the following individuals or groups have had on improvement efforts in your school:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|--------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 52. Ministry/Secretariat staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. District superintendents/director | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. District level consultants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. School administrators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. Teachers with formally designated lead roles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. Informal teacher leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. Teacher teams | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. Individual parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. Parent groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

62. What do you consider to be the two or three most important actions to take in moving your school forward this year and next year?

63. What are the biggest challenges to maintaining progress?

64. What is important that we have not asked about?

Demographic information:

65. Your role: Principal Vice Principal

66. Assignment in this role at this school: Full time Part time

67. Please indicate your school's level:

Kindergarten–Grade 6; Kindergarten–Grade 8; Grade 7–8; Grade 9–12; Other

68. Including this year, how many years have you worked as a principal/VP?

1–3 years; 4–6 years; 7–10 years; more than 10 years

69. How many years have you been at this school in your current role?

1–3 years; 4–6 years; 7–10 years; more than 10 years

70. In the last 10 years, how many principals have been in this school? (Include current one) _____

71. What is the student enrolment of this school?

fewer than 200 students; 200–400; 400–600; more than 600 students

Thanks for your help!

Appendix L: Leadership and Improving Schools – Teachers’ Survey

Dear Teacher,

This survey is part of a study sponsored by the Ministry of Education and the Canadian Education Association. It is focused on leadership in schools that are engaged in significant improvement initiatives. Your anonymous responses to this survey will help provide resources for other educators with the same goals. We sincerely appreciate your contribution to our understanding of your experiences in the last few years. *Please note: By completing and returning the survey, you are granting permission for us to use your responses in aggregate form with those of teachers/administrators in other schools as part of a summary report on leadership in turnaround schools. No district, school, or individual will be identified in any publications or presentations based on the data from this survey.*

Please indicate how much effort has been devoted to the following initiatives over the past three years.

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable at this school/Don't know because I am new to the school

	1	2	3	4	5	N/A
1. Making the school a safer place emotionally and physically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adjusting the school schedule to allow more time for teacher collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Creating policies and practices to improve student attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Changing policies and procedures so teachers spend less time on student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Increasing parental involvement in the school and in their children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Increasing resources (e.g., staff, subject experts, instructional materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Monitoring students' learning more closely and using results to plan individual instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aligning classroom instruction with the content of provincial tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Increasing the quality and focus of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Increasing the quality and focus of professional development for principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you have made the following changes in the last three years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
11. My belief that all children can learn has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My repertoire of instructional strategies has expanded and improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am collaborating more often with my colleagues about instructional matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am more involved in analyzing my students' individual progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you have made the following changes in the last three years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
15. I am more often involved in meaningful professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am more conscious of my contribution to a safe and healthy school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I find it easier to ask for help with curriculum or instructional issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. I feel more like all teachers are sharing responsibility for all students in the school
19. I am setting higher expectations for my students
20. I am setting higher expectations for myself

Indicate to what extent the following leadership practices contributed to the success of your school's improvement efforts.

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|--------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 21. Helping teachers create detailed plans for improving students' literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Providing teachers with examples of work that is expected of students to improve literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Encouraging teachers to raise test scores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Clearly communicating expected standards in this school for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Encouraging feedback from teachers on their progress in improving students' literacy achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Providing staff with high quality professional development opportunities focused on literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Examining and discussing student work with teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Observing classroom instruction and providing teachers with constructive feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Examining individual students' literacy test results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Working directly with teachers who are struggling to improve their instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Providing time in the school schedule for literacy-related professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Demonstrating expertise in literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate to what extent the following leadership practices contributed to the success of your school's improvement efforts.

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 33. Creating a sense of community in the school among staff, students and parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Staying current with district's expectations regarding EQAO test achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Staying current with Ministry's expectations regarding EQAO achievement results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Staying up to date about best practices and the best resources to support students' literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Communicating with parents and the community about literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Expecting staff to include literacy instruction at all levels and in every subject area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Creating opportunities for teachers to work productively with colleagues from other schools to improve student literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Helping teachers to build productive relationships with parents/guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Selecting new teachers who can work effectively with staff on literacy improvement initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | | |
|---------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 42. Tracking individual and school-wide achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Actively monitoring the quality of literacy instruction in the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Holding teachers accountable for the nature and quality of their planning and teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Providing resources, supplies, and access to technologies proven effective for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Providing time in the school schedule for teachers to learn to use the resources effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Buffering teachers from unnecessary distractions to their work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate the extent to which the following individuals and groups have influenced improvement efforts in your school:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|--------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 48. Ministry/ Secretariat staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. District level superintendents/ director | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. District level consultants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. School administrators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. Teachers with formally designated lead roles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate the extent to which the following individuals and groups have influenced improvement efforts in your school:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 53. Informal teacher leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. Teacher teams | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. Individual parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. Parent groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

58. What do you consider to be the two or three most important actions to take in moving your school forward this year and next year?

59. What are the biggest challenges to maintaining progress?

60. What is important that we have not asked about?

Demographic information:

61. Your role: Teacher with formal leadership responsibilities Teacher without formal leadership responsibilities

62. Assignment at this school: Full time Part time

63. Please indicate your school's level:

Kindergarten–Grade 6; Kindergarten–Grade 8; Grade 7–8; Grade 9–12; Other

64. Including this year, how many years have you worked as a teacher?

1–3 years; 4–6 years; 7–10 years; more than 10 years

65. How many years have you taught at this school?

1–3 years; 4–6 years; 7–10 years; more than 10 years

66. What is your average class size?

less than 20 students; 20–25 students; 26–30 students; more than 30 students

Thanks for your help!

Appendix M: Leadership and Improving Schools – Administrators’ Survey

Dear School Administrator,

This survey is part of a study sponsored by the Ministry of Education and the Canadian Education Association. It is focused on leadership in schools that are engaged in significant improvement initiatives. Your responses to this survey will help provide resources for other educators with the same goals. We sincerely appreciate your contribution to our understanding of your experiences in the last few years. *Please note: By completing and returning the survey, you are granting permission for us to use your responses in aggregate form with those of teachers/administrators in other schools as part of a summary report on leadership in turnaround schools. No district, school, or individual will be identified in any publications or presentations based on the data from this survey.*

Please indicate how much effort has been devoted to the following initiatives over the past 3 years.

Key: 1 = Very little; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable at this school/Don't know because I'm new to the school

	1	2	3	4	5	N/A
1. Making the school a safer place emotionally and physically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adjusting the school schedule to allow more time for teacher collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Creating policies and practices to improve student attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Changing policies and procedures so teachers spend less time on student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Increasing parental involvement in the school and in their children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Increasing resources (e.g., staff, subject experts, instructional materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Monitoring students' learning more closely and using results to plan individual instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aligning instruction in the school with the provincial tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Increasing the quality and focus of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Increasing the quality and focus of professional development for principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the extent to which you have seen the following changes in your teachers over the past several years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
11. Teachers' belief that all children can learn has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers' repertoire of instructional strategies has expanded and improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teachers are collaborating more often with their colleagues about instructional matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Teachers are more involved in analyzing their students' individual progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the extent to which you have seen the following changes in your teachers over the past several years:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A = Not applicable/Don't know because I'm new to the school

	1	2	3	4	5	N/A
15. Teachers are more often involved in meaningful professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teachers are more conscious of their contributions to a safe and healthy school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Teachers find it easier to ask for help with curriculum and instructional challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Teachers are sharing responsibility for all students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | | |
|----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 19. Teachers are spending more time interpreting individual student test results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Teachers are setting higher expectations for their students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Teachers are setting higher expectations for themselves | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate which people or groups have assumed greatest responsibility for the following leadership tasks.

(Please select one.):

Key: 1 = Principal/Vice Principal; 2 = Ministry/Secretariat Staff; 3 = District Leaders; 4 = Teacher Leaders; 5 = Teacher Teams; 6 = No one

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. Helping teachers create detailed plans for improving students' literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Providing teachers with examples of work that is expected of students to improve literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Encouraging teachers to raise test scores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Clearly communicating expected standards in this school for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Encouraging feedback from teachers on their progress in improving students' literacy achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Providing staff with high quality professional development opportunities focused on literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Examining and discussing student work with teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Actively and effectively supporting excellence in literacy instruction by updating resources and exemplars | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Deepening teachers' understanding of literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Using student assessments as a focus for conversations with teachers about improving instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate which people or groups have assumed greatest responsibility for the following leadership tasks:

Key: 1 = Principal/Vice Principal; 2 = Ministry/Secretariat Staff; 3 = District Leaders; 4 = Teacher Leaders; 5 = Teacher Teams; 6 = No one

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 32. Clarifying for teachers the stages and sequences for improving literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Encouraging teachers to implement what they have learned in their professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Giving teachers opportunities to work on aspects of their teaching they are trying to improve | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Focusing teachers' attention on improvement of literacy learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Focusing staff and students on the nature of EQAO tests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Providing time in the school schedule for teachers to exchange ideas about literacy-related topics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Providing time and materials for teacher teams to work together on improving literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Observing classroom instruction and providing teachers with constructive feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Examining individual students' literacy test results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 41. Working directly with teachers who are struggling to improve their instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Providing time in the school schedule for literacy-related professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Expecting staff to include literacy instruction at all levels and in every subject area | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Creating opportunities for teachers to work productively with colleagues from other schools to improve student literacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Helping teachers to build productive relationships with parents/guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Selecting new teachers who can work effectively with staff on literacy improvement initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. Tracking individual and school-wide achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. Actively monitoring the quality of literacy instruction in the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. Holding teachers accountable for the nature and quality of their planning and teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. Providing resources, supplies, and access to technologies that are known to be effective for literacy instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. Providing time in the school schedule for teachers to learn to use the resources effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate how much overall influence the following individuals or groups have had on improvement efforts in your school:

Key: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a lot; 5 = A great deal; N/A=Not applicable/Don't know

- | | 1 | 2 | 3 | 4 | 5 | N/A |
|--------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 52. Ministry/ Secretariat staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. District superintendents/director | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. District level consultants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. School administrators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. Teachers with formally designated lead roles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. Informal teacher leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. Teacher teams | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. Individual parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. Parent groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

62. What do you consider to be the two or three most important actions to take in moving your school forward this year and next year?

63. What are the biggest challenges to maintaining progress?

64. What is important that we have not asked about?

Demographic information:

65. Your role: Principal Vice Principal

66. Assignment in this role at this school: Full time Part time

67. Please indicate your school's level:

Kindergarten–Grade 6; Kindergarten–Grade 8; Grade 7–8; Grade 9–12; Other

68. Including this year, how many years have you worked as a principal/VP?

1–3 years; 4–6 years; 7–10 years; more than 10 years

69. How many years have you been at this school in your current role?

1–3 years; 4–6 years; 7–10 years; more than 10 years

70. In the last 10 years, how many principals have been in this school? (Include current one) _____

71. What is the student enrolment of this school?

fewer than 200 students; 200–400; 400–600; more than 600 students

Thanks for your help!



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