

Reflection Questions

Chapter 1

1. Why is enthusiasm important when starting a school-turnaround effort? How can enthusiasm be spread to others in the school community?
2. How can principals inspire their staff members during a turnover project? Why is inspiration an important element to build while flipping a school?
3. Discuss the aspects of empowering and trusting others. How are these elements different than closely watching over others or micromanaging? What can supervising someone too closely cause to happen in their attitude and motivation for the job?

Chapter 2

1. What are the key strategies and behaviors that school-turnaround leaders implement for success?
2. Why is it important to diagnose school needs and determine available resources before taking on a school-turnaround project?
3. How do you think you might be able to build commitment to the school and the turnaround process with your staff members?
4. What strategies and ideas did you find helpful in this chapter?

Chapter 3

1. What is the benefit of developing teacher leadership through the use of different types of teaming structures in a school-turnaround project?
2. What are the areas that an instructional leadership team helps to manage? How can they work to develop communication with staff?
3. How can a reflective council help to build responsibility in students? What are some of the characteristics of the teachers who could serve on a reflective council?

4. What strategies for helping teachers improve their instruction seem best suited for use in your school?
5. How do you currently celebrate in your school, and what additional structures and practices could you celebrate?

Chapter 4

1. How can understanding your leadership strengths and preferences assist you as you lead a school through the turnaround process?
2. Why is it important to consider the needs of the school in focusing on specific leadership strategies?
3. What did you learn in this chapter that can help you work more positively with your staff members?
4. How do you plan to implement what you've learned in this chapter?

Chapter 5

1. Why is it important to identify an instructional leadership team or data-analysis team to assist in gathering data related to student achievement and learning?
2. Why is it important to gather both qualitative and quantitative data in a school?
3. What are some strategies to successfully gather qualitative or descriptive data? How can a principal maximize the discussion during a focus-group session?
4. How can asking parents for their perceptions of the school in surveys, interviews, and focus groups help the data-analysis team and the principal identify areas of strength and needed improvements?

Chapter 6

1. What are some of the resources or strategies school districts can provide to support a successful school-turnaround effort? How can these resources enhance the school-improvement plan?

2. Why is it important to identify some of the school district resources that match the school-improvement plan at the beginning of the turnaround process?
3. How can planning the steps in a meeting with school district officials lead to a better collaborative relationship? How will the strategies in this chapter help you to plan an effective meeting?
4. What are some needs you might be able to ask your district to address? How would you plan the conversation so your supervisor understands your needs?
5. If your district cannot address all of the needs you identify, how do you think you'll still be able to move forward with your plan?

Chapter 7

1. What are the definitions of school culture and school climate? What do the two concepts have in common, and how are they different?
2. What are the three major types of school culture? What are the attributes of each, and how do they work to promote or get in the way of school change?
3. What are some artifacts that can help leaders understand their school cultures? How can espoused values and underlying assumptions help leaders understand the culture?
4. How will you move forward with evaluating the culture in your school? How will school culture change as you work with your school staff to flip your school

Chapter 8

1. How can school staff members work together to identify priority teaching strategies for teachers to implement in order to turn around student learning and achievement?
2. Why would a principal want to provide feedback using a reinforcing conference? What is the importance of specificity in feedback related to the successful performance of the teacher?

3. How can instructional coaches help their colleagues to learn new strategies to help them turn around student achievement?
4. Which of the ways that we presented to find time for professional development do you think might work at your school? What are the steps or processes you'll need to take or create in order to set up the strategies you selected?
5. How do you plan to track the progress your teachers are making toward learning the strategies they need in order to improve student achievement in their classrooms?

Chapter 9

1. How can leaders fail in their turnaround efforts when they don't address staff needs?
2. How do both group and individual levels of concern affect a change effort?
3. How can principals of turnaround schools ensure they provide proper endings for teachers before moving forward with new processes or new beginnings? Why is it important to consider this when launching a school-improvement effort?
4. What is the value of celebration in the turnaround process?