

Joseph Murphy • Coby V. Meyers

TURNING Around FAILING SCHOOLS

A Joint Publication



Leadership Lessons From
the Organizational Sciences

Turning Around Failing Schools Leadership Lessons From The Organizational Sciences

Coby V. Meyers, Marlene J. Darwin



Turning Around Failing Schools Leadership Lessons From The Organizational Sciences:

Turning Around Failing Schools Joseph Murphy, Coby V. Meyers, 2007-11-01 Provides an in depth examination of the causes and symptoms of degeneration and a two part model for preventing educational collapse and crafting an effective turnaround

Enduring Myths That Inhibit School Turnaround Coby V. Meyers, Marlene J. Darwin, 2017-05-01 The concept of school turnaround rapidly improving schools and increasing student achievement outcomes in a short period of time has become politicized despite the relative newness of the idea Unprecedented funding levels for school improvement combined with few examples of schools substantially increasing student achievement outcomes has resulted in doubt about whether or not turnaround is achievable Skeptics have enumerated a number of reasons to abandon school turnaround at this early juncture This book is the first in a new series on school turnaround and reform intended to spur ongoing dialogue among and between researchers policymakers and practitioners on improving the lowest performing schools and the systems in which they operate The turnaround challenge remains salient regardless of what we call it We must improve the nation s lowest performing schools for many moral social and economic reasons In this first book education researchers and scholars have identified a number of myths that have inhibited our ability to successfully turn schools around Our intention is not to suggest that if these myths are addressed school turnaround will always be achieved Business and other literatures outside of education make it clear that turnaround is at best difficult work However for a number of reasons we in education have developed policies and practices that are often antithetical to turnaround Indeed we are making already challenging work harder The myths identified in this book suggest that we still struggle to define or understand what we mean by turnaround or how best or even adequately measure whether it has been achieved Moreover it is clear that there are a number of factors limiting how effectively we structure and support low performing schools both systemically and locally And we have done a rather poor job of effectively leveraging human resources to raise student achievement and improve organizational outcomes We anticipate this book having wide appeal for researchers policymakers and practitioners in consideration of how to support these schools taking into account context root causes of low performance and the complex work to ensure their opportunity to be successful Too frequently we have expected these schools to turn themselves around while failing to assist them with the vision and supports to realize meaningful lasting organizational change The myths identified and debunked in this book potentially illustrate a way forward

Understanding Communities of School Leadership Joseph F. Murphy, 2023-02-16 This book examines the evolution of schooling from bureaucracy and hierarchy to post industrial schools and places teachers leadership on center stage at the same time That is it asks teachers to deepen leadership in their classrooms and with other teachers The book carries education and schooling from formal control to a social influence process and addresses the deeply rooted difficulty of focusing too much energy on content It reveals the strong power of internal and external context and helps educators implant the idea of the school not as a fixed immutable home but as a relatively deep social process It shows

how co leadership comes alive in schools Communities of schooling is one of the three most critical developments in education in the last 140 years When it is linked with the two other fundamental reorientations in schooling dispersed ownership and constructivist work it becomes the most powerful force in education since the 1700s This book shows how communities of schooling replace the earlier pillars of learning as telling hierarchy of control and non democratic influence The work also explains the meaning and understanding of school work as a social influence process where all school based educators exert power but at different levels The idea of enhancing individual and collective capacity through interdependency shared work and collective responsibility is unpacked

School Turnaround Policies and Practices in the US Joseph F. Murphy, Joshua F. Bleiberg, 2018-12-12 This volume provides an analysis of what we know about turning around failing schools in the United States It starts with an in depth examination of the barriers that hinder action on turnaround work The book analyses the reasons why some schools that find themselves in serious academic trouble fail in their efforts to turn themselves around Beginning with a discussion of what may best be described as lethal reasons or the most powerful explanation for failed reform initiatives which include an absence of attention to student care and support a near absence of attention to curriculum and instruction the firing of the wrong people Covered in this volume are critical explanations for failed turnaround efforts such as failure to attend to issues of sustainability and significant explanations for failed turnaround efforts such as the misuse of test data The volume concludes by examining what can be done to overcome problems that cause failure for turnaround schools and reviewing ideas in the core technology of schooling curriculum instruction and assessment As well as exploring problems associated with the leadership and management of schools to see where improvement is possible and an analysis of opportunities found in relationships between schools and their external partners such as parents and community members

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

is an excellent resource for both practicing school leaders and researchers Professor Coby Meyers University of Virginia United States The rapid improvement of underserved schools and the students they serve remains a critical topic worldwide Liu and Thien s focus on Southeast Asia is a timely and comprehensive account of various challenges to leading school turnaround in an array of contexts The attention paid to system school and teacher leaders in these challenging circumstances offer important insights into how such efforts can be successful in Southeast Asia and elsewhere while illuminating the various complexities to overcome Professor Jingping Sun University of Alabama United States What distinguishes successful school leaders from others is the breadth and accumulation of practices and strategies they enact and employ as well as the frequency and intensity with which they apply them effectively with precise timing to achieve success driven by resilience passion contextual intelligence political acuity and above all a strong moral purpose As Walker and Dimmock commented our understanding of educational leadership remains incomplete if the bulk of theory and practice in the field are drawn from Anglo Saxon countries This explains the unique contribution of this book which broadens our understanding of educational leadership to turn around schools in Southeast Asian countries **JSL Vol 27-N4 JOURNAL OF SCHOOL LEADERSHIP**,2017-09-28 Assistant Principals Perceptions of Value Added to School Success Anna Sun and Alan R Shoho The click clack of her heels and the jingle of her keys Exploring the Tensions in the Leadership of a Successful Turnaround Principal Ulrich C Reitzug and Kimberly Kappler Hewitt Central District Office Leadership for Diversity and Equity Constraints and Opportunities for Policy Intermediaries Allison Mattheis Leadership Performance Model for the Effective School Principal Disraeli M Hutton Talking About Race Overcoming Fear in the Process of Change Emily Lilja Palmer and Karen Seashore Louis School Turnaround in Secondary Schools Coby V. Meyers,Marlene J. Darwin,2019-12-01 In the continuing quest to turnaround the lowest performing schools rapid and sustainable reform or school turnaround seems most elusive for secondary schools Secondary schools are rife with challenges due to their wide ranging mission and organizational complexity With the continued emphasis on college and career readiness and the vast learning possibilities enhanced by technology our third book in this series Contemporary Perspectives on School Turnaround and Reform focuses on rapid school turnaround and reform in secondary schools In this edited volume researchers and scholars consider the doubly perplexing challenge of school turnaround or the rapid improvement of the lowest performing secondary schools Although there is some evidence that school turnaround policy can impact student achievement scores research across international contexts seldom identifies schools that substantially changed student learning trajectories and sustained them Separately many societies have found improving secondary schools a relatively intractable problem for multiple reasons including school size and complexity the micropolitics of teaching and leading within them and cumulative widening student achievement gaps In combination there are almost no examples of low performing secondary schools turning around The chapters in this book begin to offer some hope about how policymakers practitioners and researchers

might begin to reconceptualize how they engage in and undertake the work of rapidly improving low performing secondary schools The authors provide theoretical and conceptual advancements offer lessons learned from both successful and unsuccessful initiatives and address practical issues with potentially accessible ways forward

Assessing Instructional Leadership with the Principal Instructional Management Rating Scale Philip Hallinger, Wen-Chung Wang, 2015-05-22 This volume provides a succinct up to date summary of global research on principal instructional leadership as it has evolved over the past 50 years The book s particular focus is on the development and use of the Principal Instructional Management Rating Scale PIMRS The PIMRS is the most widely used survey instrument designed for assessing instructional leadership for research and practice It has been used in more than 250 studies in more than 30 countries around the world The authors provide a detailed conceptual and data based description of the rationale and development of the instrument as well as the ways in which it has been used in practice The book also provides for the first time a comprehensive assessment of the scale s measurement properties This represents essential information for future users of the instrument across different national contexts Finally the volume outlines an agenda for improving future research on the role of principal instructional leadership in student learning and school effectiveness

Reimagining School Leadership David E. DeMatthews, Sharon D. Kruse, 2024-10-30 Reimagining School Leadership critically analyzes the current conceptions of school leadership and school improvement consider historical and contemporary problems confronting school leaders and presents new ways to reimagine school leadership with an emphasis on sustainability learning and inclusivity

Education Disrupted Les Stein, Alex Stein, Jessica Stein, 2013-11-14 Failing schools have become the latest academic cottage industry and they serve as lightning rods for the controversy that continues to surround the No Child Left Behind Act of 2001 Surprisingly there are only a handful of books that address the topic of turning around failing schools and even fewer that provide a meaningful discussion on how individual schools should avoid failure from the outset This book will help public school educators understand that turnaround efforts are based on sound leadership principles nothing more nothing less It also provides school leaders with the critical skills to turn around failing schools and more importantly prevent their schools from failing in the first place Individual chapters address topics such as setting institutional priorities establishing a positive school culture improving communications developing classroom leadership putting the school on a sound financial footing and using data to guide the school turnaround In essence this book serves as a practical guide for instructional and institutional leaders on how to make a real difference in the success of our nation s schools

This book delves into Turning Around Failing Schools Leadership Lessons From The Organizational Sciences. Turning Around Failing Schools Leadership Lessons From The Organizational Sciences is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Turning Around Failing Schools Leadership Lessons From The Organizational Sciences, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Turning Around Failing Schools Leadership Lessons From The Organizational Sciences
 - Chapter 2: Essential Elements of Turning Around Failing Schools Leadership Lessons From The Organizational Sciences
 - Chapter 3: Turning Around Failing Schools Leadership Lessons From The Organizational Sciences in Everyday Life
 - Chapter 4: Turning Around Failing Schools Leadership Lessons From The Organizational Sciences in Specific Contexts
 - Chapter 5: Conclusion
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3. In chapter 2, the author will delve into the foundational concepts of Turning Around Failing Schools Leadership Lessons From The Organizational Sciences. This chapter will elucidate the essential principles that must be understood to grasp Turning Around Failing Schools Leadership Lessons From The Organizational Sciences in its entirety.
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5. In chapter 4, this book will scrutinize the relevance of Turning Around Failing Schools Leadership Lessons From The Organizational Sciences in specific contexts. The fourth chapter will explore how Turning Around Failing Schools Leadership Lessons From The Organizational Sciences is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, the author will draw a conclusion about Turning Around Failing Schools Leadership Lessons From The Organizational Sciences. The final chapter will summarize the key points that have been discussed throughout the book. The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly

recommended for anyone seeking to gain a comprehensive understanding of Turning Around Failing Schools Leadership Lessons From The Organizational Sciences.

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