

Joseph Murphy • Coby V. Meyers

TURNING Around FAILING SCHOOLS



Leadership Lessons From
the Organizational Sciences

Turning Around Failing Schools Leadership Lessons From The Organizational Sciences

**Coby V. Meyers, Tiffany S. Aaron, Dallas
Hambrick Hitt**



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

Deciphering Chinese School Leadership Allan Walker, Haiyan Qian, 2017-10-23 With existing educational leadership models and theories being predominantly western influenced this book aims to provide more insight into school leadership in China It pioneers building research and practice informed knowledge and unravels the complexities that characterize the scholarship context and practices of school leadership School leadership in China is presented through four sub purposes investigating how Chinese school leadership is conceptualized in the

international and Chinese literature exploring the shifting context within which Chinese school leaders enact their leadership and examining key policies that have shaped the practice of leader development extending the understandings about the complexities of work lives of Chinese school leaders and further locating indigenous understandings of Chinese school leadership in the political and socio cultural context of contemporary China and the theoretical and conceptual context of international school leadership This text will be particularly useful to international education researchers with focus on educational leadership comparative education education policy and education in China **Second International**

Handbook of Educational Change Andy Hargreaves, Ann Lieberman, Michael Fullan, David Hopkins, 2010-08-13 The two volumes of the second edition of the International Handbook of Educational Change comprise a totally new and updated collection of the most critical and cutting edge ideas in educational change Written by the most influential thinkers in the field these volumes cover educational change at both the theoretical and practical levels The updated handbook remains connected to the classical concerns of the field such as educational innovation reform and change management and also offers new insights into educational change that have been brought about by social change and shifting contexts of educational reform Like the first best selling Handbook this one will also undoubtedly become an essential resource for people involved in all spheres of education from classroom teachers teacher leaders and administrators to educational researchers curriculum developers and university professors No other work provides such a wide ranging and comprehensive examination of the field of educational change **Essential Lessons for School Leaders** Joseph Murphy, 2014-08-05 This gold mine of wisdom from top education researcher and the bestselling author of Turning Around Failing Schools and Connecting Teacher Leadership and School Improvement contains key tips and strategies every school leader should know Award winning professor and former school administrator Joseph Murphy's concise and instructive lessons will help you stay focused on what matters most as you navigate the hectic world of high stakes testing and accountability It really is all about the kids Optimism is essential Caring counts a lot Listen let people finish talking Don't confuse excuses and explanations Each lesson is coupled with context in a few sentences taken from Murphy's extensive real world experiences This collection is ideal for use in daily reflections speeches staff meetings presentations or as a gift to anyone who works with children

Distributed Leadership According to the Evidence Kenneth Leithwood, Blair Mascal, Tiiu Strauss, 2009-06-02 Although not new the concept of distributed shared leadership has re-emerged in recent years as one highly promising response to the complex challenges currently faced by schools Responding productively to these challenges far exceeds the capacities of any individual leader If schools are to flourish in the future they will need to enlist the collective expertise of many more of their members and stakeholders than they have in the past The purpose of this volume is to both present and synthesize the best available evidence about the nature causes and effects of distributed school leadership The book also clarifies common misunderstandings about distributed leadership and identifies promising implications for practice and for

future research Key features include Expertise Written by the most active and widely respected scholars engaged in research on distributed leadership the book encompasses the very latest knowledge about the nature causes and consequences of such leadership in schools Comparative Models The book compares various approaches to distributed leadership and examines the conditions under which some approaches may be better than others in improving schools Evidence Based Much of the popularity of distributed leadership is rooted in expectations unsupported by systematic empirical evidence Virtually all of the available evidence about distributed approach to leadership can be found in this book This book is appropriate for researchers studying school leadership instructors and students in graduate level school leadership courses and practicing administrators at the district and building level

Challenges and Opportunities of Educational Leadership Research and Practice Alex J. Bowers, Alan R. Shoho, Bruce G. Barnett, 2015-09-01 As the sixth volume in the International Research on School Leadership series the contributing authors in this volume consider the history challenges and opportunities of the field of research and practice in educational leadership and administration in schools and districts Ten years after the work of Firestone and Riehl 2005 and their contributing authors our aim with the present volume was to summarize and update the work of the field and provide a space to consider the multiple futures of educational leadership in schools and districts as both challenges and opportunities The first decade of the twenty first century brought significant critiques challenges and competition to the research and practice of training leaders and administrators of schools and districts around the world Congruently the field experienced significant growth and change as multiple new sub domains flourished and were founded Thus in this volume we were delighted to include excellent chapters from multiple authors that considered the duality of the challenges and opportunities of The work of the field of educational leadership and administration research to date The opportunities and challenges of new visions of leadership in traditional and non traditional schools The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies including qualitative research quantitative modeling the ability to test theory and the increasing opportunities brought on by the intersection of data research and practice The preparation of educational leaders And the emerging trends in the professional development of school leaders The authors of the nine chapters in the present book volume took on this challenge of confronting the duality of not only including the past as we look to the future but also the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools In the first section of the book Chapters 2 3 and 4 the authors examine the interplay of educational leadership research and theory as it relates to reform in schools especially as it relates to serving historically underserved populations globally In section 2 Chapters 5 and 6 the authors highlight the importance of methodological considerations in school leadership research as a means to understand theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through relying on current innovations noted within the chapters Section 3 Chapters 7 and 8 examine the research and practice of school

leadership preparation especially as it relates to university district partnerships and non traditional school settings And in the final chapter Chapter 9 our capstone contributor provides a means to link the present volume with the past writings on these topics while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice Complexity Theory and Educational Leadership in Schools Patrick McQuillan,Laura Schall-Leckrone,Brad Kershner,Anna Noble Dunphy,Ksenia Filatov,2025-02-20 The research in this volume draws on aspects of complexity theory and its integral link to systems performance to propose a new method for combatting the longstanding opportunity gap and related underperformance of so many underserved students in the American educational system Through a longitudinal case study of the Lynch Leadership Academy at Boston College this research considers the initial conditions and related disequilibrium principals experienced the degree to which principals shared power and authority within their school context and the extent to which they generated a shared school culture founded on collaboration and systematic reflection From these data the authors create a detailed picture of the Academy and its impact on the principals and their schools using a new analytic tool called the systems transformation heuristic designed by the authors to quantify the qualitative dimensions of a school s efforts to enact adaptive change consistent with the complex adaptive system metaphor As such it offers a new foundation for conceptualizing ongoing systems change as well as a fresh model for school personnel to consider their experience from concrete intertwined and unique points of view It will appeal to scholars researchers and practitioners with interests in educational leadership complexity theory urban education and social justice The Turnaround Mindset Tierney Temple Fairchild,Jo Lynne DeMary,2011-07-07 This book provides a valuable balance between what one must know and what one must do to turn around low performing schools The 3 E framework simplifies this complex process by focusing resources on the environment the executive and the execution of the turnaround plan A set of case studies on individuals who have led successful turnarounds of schools gives life to the theoretical concepts

Reimagining the Purpose of Schools and Educational Organisations Anthony Montgomery,Ian Kehoe,2015-12-22 This book features a diverse set of perspectives all focused towards questioning the role schools actually play in society and more importantly the role they could potentially play Containing papers presented at the 1st International Conference on Reimagining Schooling which took place in Thessaloniki Greece June 2013 bringing together international and multi disciplinary perspectives on the future of education and schools Combines diverse specialties analyzing schools as organizations and questions the purpose of schools The book explores the current purpose of schooling and debates what roles and values young people currently learn from schooling It examines such issues as the impact of Neoliberalism the pursuit of the socially just school and imagining contemporary schools beyond their consumerist mentality Tackling development in the growing economic and social crisis in Europe and offering transformative analysis of the psychology and decision making involved for innovating teaching learning socio economic and policy contexts In addition the book shows

different ways young people can be creatively involved in reimagining schooling It also details both innovative and radical ideas that currently exist about school transformation such as building learning partnerships for all and creating synergies across formal and informal settings of learning Raising important questions for the future of the relationship between teacher and pupil and positive and pro active behavior There is a growing realization that schools fail to accommodate diverse types of learning and that their purpose is not simply about education Featuring academics and practitioners from many different disciplines this book boldly questions the values that currently permeate school walls and suggests ways that schooling itself can be made better

Change Leadership Cases for District and School Leaders Coby V. Meyers, Tiffany S. Aaron, Dallas Hambrick Hitt, 2025-09-10 This course book is designed to empower educational leaders to make effective leadership decisions and take successful action in response to dynamic scenarios in their schools and districts This insightful book presents real cases from successful school leaders and the district leaders who supported them that strategically navigated their way through change processes Topics include culturally responsive leadership leading for SEL championing data use improving instruction crisis leadership and more Designed for aspiring educational leaders in leadership preparation programs this book is full of guiding questions tools and practical activities to help deepen learning and translate student understanding to strategic change in their own school contexts

Creating Productive Cultures in Schools Joseph Murphy, Daniela Torre, 2014-04-22 Your path to sustainable school improvement starts here School reform scholars Joseph Murphy and Daniela Torre shed light on the components that promote learning centered leadership at the secondary level Strengthen your school culture and discover clearly defined processes for engagement among students teachers parents and community members Learn to Understand variables that shape leadership practices and student learning Cultivate school community and parent partnerships Include both rigor and acceleration within a caring culture particularly for at risk schools Create communities of professionalism for teachers Use this comprehensive resource to explore how comprehensive school improvement really works

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