

This sample report is intended to provide a brief illustration of the type of feedback and information provided to school leaders through the Turnaround Leader 360 Feedback Assessment Process. The sample report is an abbreviated version of the full report a turnaround leader will receive upon completion of the full assessment process. Leaders will see their results on all six leader action clusters and all seven primary leader action competencies. The leader will also receive narrative responses for both leadership strengths and development opportunities, as well as additional resources and tools to assist in understanding and analyzing feedback to develop a personal development plan.

Turnaround Leader 360 Feedback Report

Leader: **Sample Principal**

Introduction to Your Turnaround Leader 360 Feedback Report

The turnaround leader 360 feedback tool is designed to provide formative, development feedback on the extent to which you have demonstrated research-based [turnaround leader actions](#) and [turnaround leader competencies](#). This report is based entirely on the responses to the online questionnaire and is primarily organized by turnaround leader action clusters. The six action clusters collectively include the 14 leader actions identified through cross-sector research on successful turnarounds. Each action cluster is associated with a set of three primary leader competencies. These underlying competencies are traits that support the consistent implementation of the turnaround leader actions.

This report provides different views of the survey response data, including responses to Likert scale questions and free-response, narrative comments. The report provides average scores across leader action clusters and competencies and also provides data on the specific questions from the survey. You will also find average responses broken down by the respondent groups (e.g. supervisor, self, staff, leadership team members). To preserve anonymity, at least three raters are required within each respondent group in order to present results separately. Responses to narrative questions are included verbatim in the report and often provide insightful, concrete examples of the leader actions and competencies assessed in the quantitative scores.

Overview of Report Contents

Page	Report view	Description
2	Overview of Leader Action Cluster Scores	Composite ratings for each of the six turnaround leader action clusters by respondent group
3-8	Ratings on Leader Actions Cluster Scores	Composite ratings for specific survey questions by turnaround leader action cluster
9-10	Ratings on Primary	Composite ratings for turnaround leadership competency survey questions
11-12	Strengths and Development Opportunities	Top 5 highest and lowest rated turnaround leader actions, based on average scores across all respondents
13	Unexpected Strengths and Blindspots	Top rated actions (strengths) and low rated actions (blindspots) where your self-assessment rating was significantly higher or lower than your overall score
14+	Narrative Responses	Verbatim responses to narrative questions on top 3 leadership strengths and development opportunities
A.1	Appendix	School Turnaround Leader Actions
A.2	Appendix	School Turnaround Leader Competencies
A.3	Appendix	Turnaround Leader Action Clusters and Primary Competencies

Personal Development Plan

For maximum benefit, use the feedback from this report to create your own development plan. The [Turnaround Leader 360 Feedback Assessment: Personal Development Plan Workbook](#) provides more detailed guidance to create your personalized plan, but key steps include:

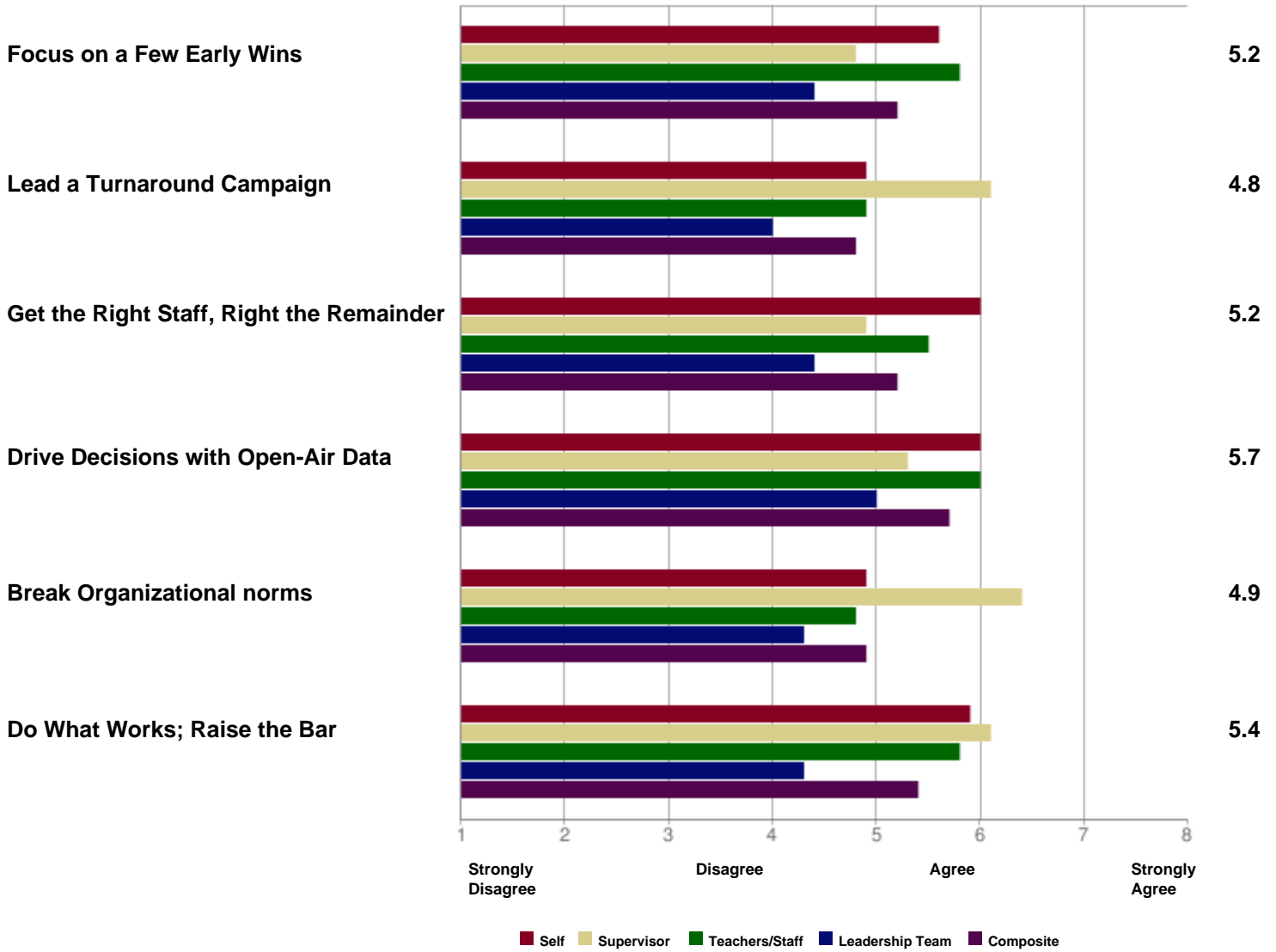
1. Identify personal development goals based on the insights from the 360 report and, as applicable, input from your supervisor and/or leadership coach.
2. For each goal, identify specific steps to take. For instance: work with your supervisor or coach, relevant training, selected reading, practicing new behaviors, requesting ongoing feedback.
3. Identify markers that will help you check your progress.

A leadership coach or your supervisor can play a valuable role in helping you to establish and follow through with your development plan.

Overview of Turnaround Leader Action Cluster Scores (by Respondent Group)

Turnaround Leader Action Cluster Summary

Composite Score:

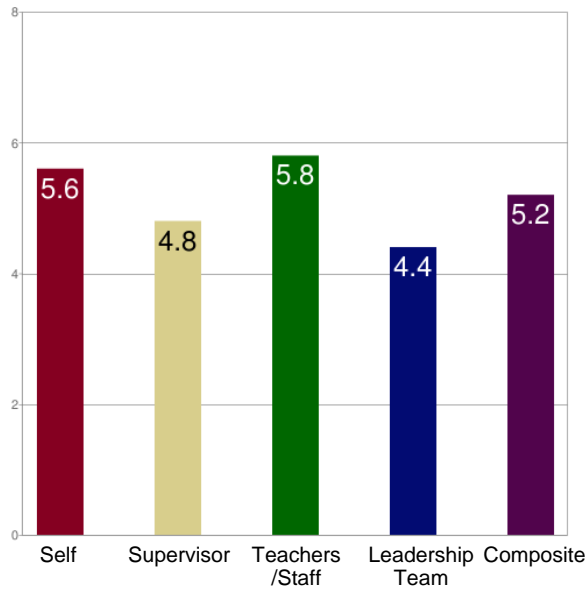


Ratings on Leader Action Cluster Scores



Focus on a Few Early Wins

Composite Ratings for Focus on Early Wins



Analyzes data personally to identify priorities for school improvement.

Makes a plan for school improvement that includes annual goals and actionable steps.

Communicates how each staff members performance will contribute to reaching school goals.

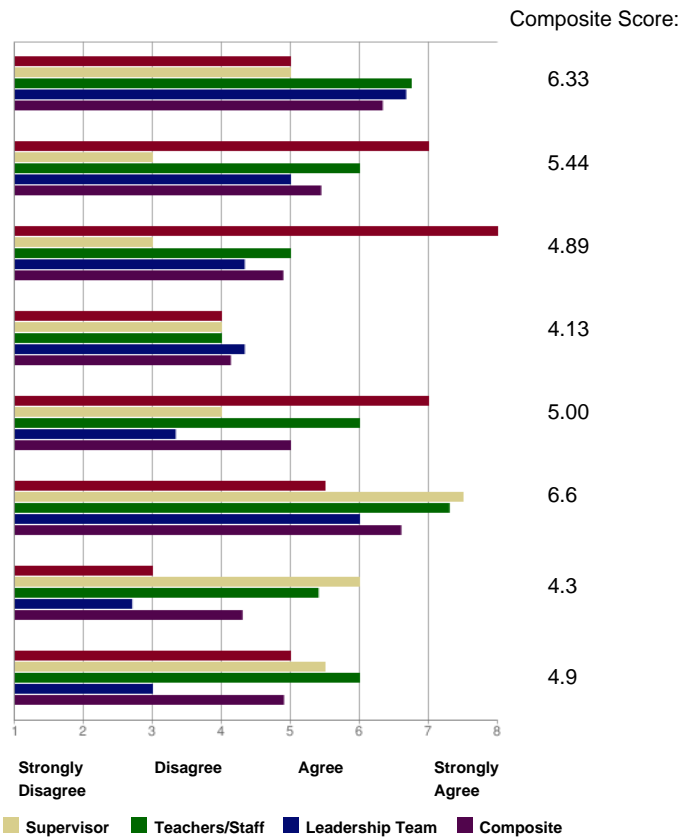
Communicates a few high priority goals that need to be accomplished early in the school year.

Communicates proactively with school community when students and staff reach important goals throughout the year.

Leadership Competency: Achievement* (sets challenging goals; takes personal risks)

Leadership Competency: Planning Ahead* (Anticipates obstacles; seizes opportunities)

Leadership Competency: Conceptual and Analytical Thinking* (use data to identify solutions / logical next steps)

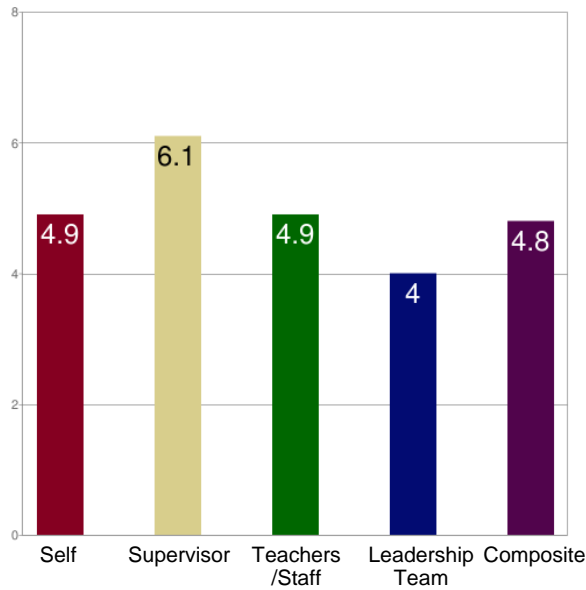


Ratings on Leader Action Cluster Scores



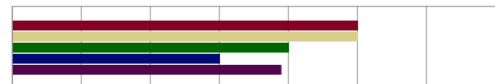
Lead a Turnaround Campaign

Composite Ratings for Lead a Turnaround Campaign



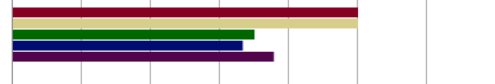
Composite Score:

Communicates a clear vision for school and student success that motivates teachers and staff.



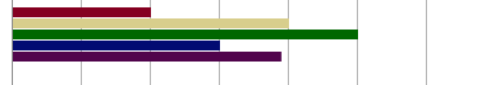
4.89

Builds support from trusted and influential members of the school community.



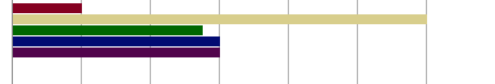
4.78

Builds momentum from success to overcome negativity and resistance to change.



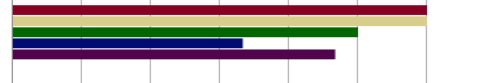
4.89

Motivates others by taking swift action to address critical school needs.



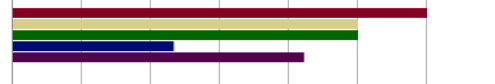
4.00

Raises awareness of how the status quo is not meeting student needs in order to build staff commitment for change.



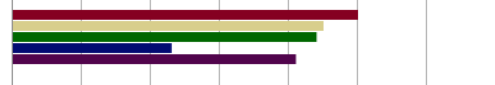
5.67

Demonstrates appreciation for staff effort to implement new practices and improvement strategies.



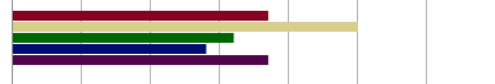
5.22

Leadership Competency: Impact and Influence* (adapts communication to influence others, positively shifts attitudes)



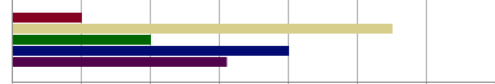
5.1

Leadership Competency: Team Leadership* (promotes teamwork and collaboration, obtains resources)

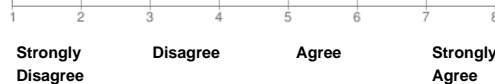


4.7

Leadership Competency: Self Confidence* (demonstrates confidence reaching goals, shows conviction in decisions)



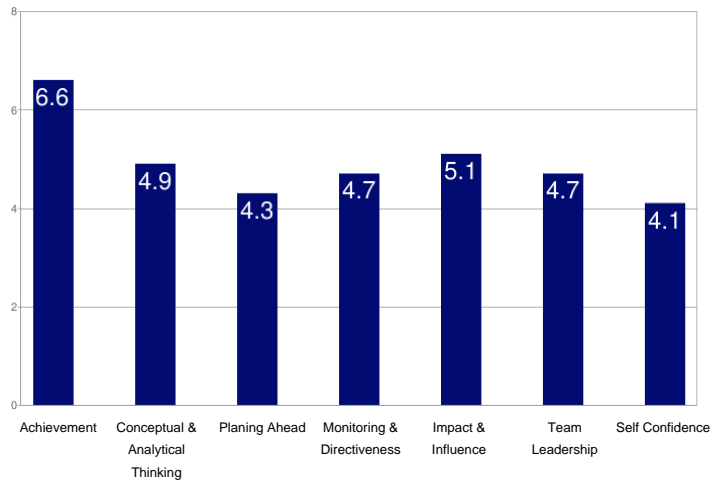
4.1



Self Supervisor Teachers/Staff Leadership Team Composite

Ratings on Primary Turnaround Leader Competencies

Composite Ratings for Turnaround Leader Competencies

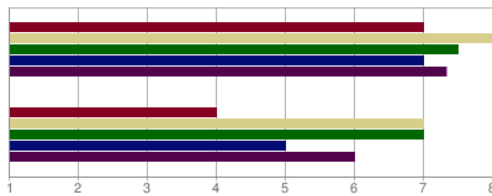


Primary Turnaround Leader Competencies

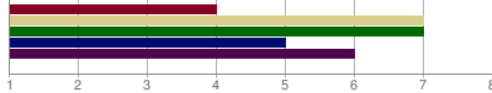
Achievement

Composite Score:

Sets challenging goals for self and consistently works hard to meet them.

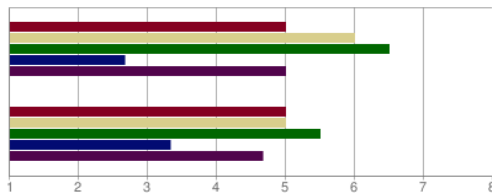


Takes significant personal risks to launch new and challenging improvement efforts.

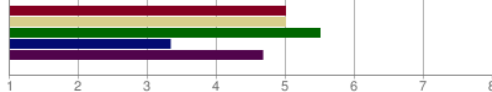


Conceptual and Analytical Thinking

Considers multiple sources to identify solutions to complex problems.

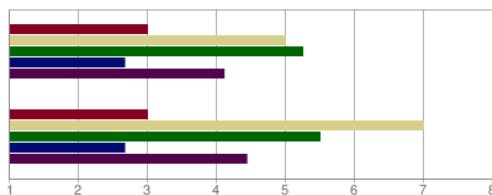


Identifies and communicates logical next steps to implement initiatives.

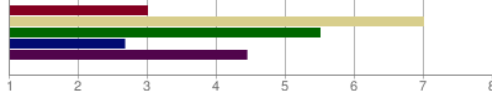


Planning Ahead

Anticipates problems that may occur in the future and acts in advance to prevent them from happening.

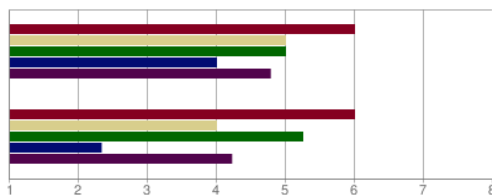


Identifies future opportunities and plans in advance to take advantage.

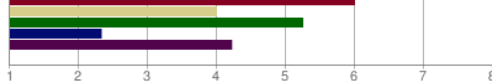


Monitoring and Directiveness

Assigns clear responsibility for tasks and decisions, setting clear objectives and measures.



Deals proactively with staff performance problems.



Legend: Self (Red), Supervisor (Yellow), Teachers/Staff (Green), Leadership Team (Blue), Composite (Purple)



Primary Turnaround Leader Competencies

Impact and Influence

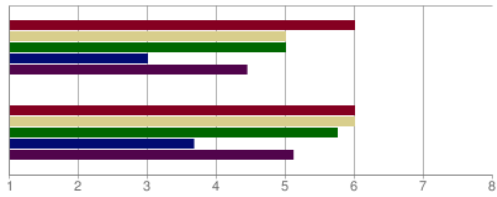
Composite Score:

Adapts communication style and methods to influence individuals and groups.

4.44

Demonstrates the ability to positively shift the attitudes and beliefs of staff and school community members.

5.11



Team Leadership

Promotes a spirit of teamwork within the school community.

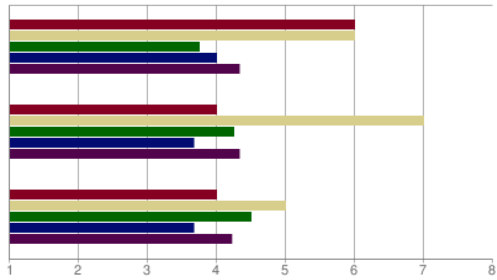
4.33

Obtains resources and removes barriers to improve the effectiveness of teams.

4.33

Establishes team goals that promote collaboration and individual effort.

4.22



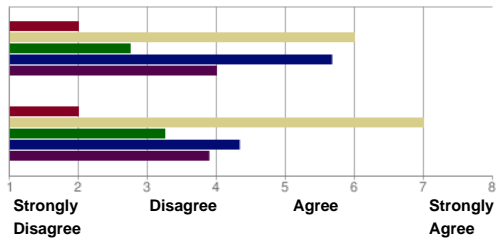
Self Confidence

Demonstrates confidence to achieve ambitious goals.

4.00

Shows conviction in decisions despite initial opposition.

3.89



■ Self
 ■ Supervisor
 ■ Teachers/Staff
 ■ Leadership Team
 ■ Composite

Unexpected Strengths and Blindspots



Unexpected Strengths

Leader Action Clusters	Action(s) for which your Overall Score is higher than 6.5 and 1.5 points higher than your Self Score.	Self	Your Overall Score
Drive Decisions with Data	18. Requires all staff to collect and analyze student performance data against performance goals.	4.00	6.56



Blind Spots

Leader Action Clusters	Action(s) for which your Overall Score is lower than 4.5 and 1.5 points lower than your Self Score.	Self	Your Overall Score
Break Norms	26. Demonstrates openness to staff feedback on changes to existing school practices and policies.	5.00	3.11
Monitoring and Directiveness	38. Deals proactively with staff performance problems.	6.00	4.22
Team Leadership	41. Promotes a spirit of teamwork within the school community.	6.00	4.33

Narrative Responses for Leadership Strengths and Development Opportunities



Leadership Strengths

1) List three critical strengths that you think this person brings to school leadership. For each strength, please state why it is important.

- Principal D. is always available to her students. I think this is important as it builds on the trust the students have for their principal.
- Principal D. encourages professional development for all her staff every year. This is important as it improves the quality of teaching for the school, benefiting our students in return.
- Principal D. values the opinions of her staff equally. This is important as it ensures that she doesn't miss any key pain points or miss the big picture.
- Principal D. always sets high goals. Ambition is an important part of being a turnaround leader. She has established great rapport with the student body. She is also doing a great job of promoting cultural awareness. These are very important steps in getting our school on the right track.
- Principal D. celebrates diversity on campus and advocates for increased equity and cultural awareness. She is well-liked by many students and makes herself available to them. She sets ambitious goals and models data-driven decision making.
- Principal D. is great about gathering and analyzing performance data. This sort of data management is key to managing a turnaround school.
- Principal D. encourages teachers to improve their skill sets. In a turnaround environment, helping the students begins by helping the teachers and staff.
- The principal has a good attitude, sets challenging goals, and encourages staff.
- Relationships with students - Principal D. is a visible presence on campus and makes time for students.
- Sets goals - Goals to improve the school and student performance are challenging but inspire us to do better.
- Positive relationships with students. Principal D. engenders student engagement in the school.
- Belief in equity. Principal D. ensures that the school is organized for the success of all students.
- Knowledgeable about research-based instructional practices, and uses this expertise to provide feedback to teachers about their instructional methods. Providing opportunities for teachers to reflect upon their practice helps them to use strategies that improve academic performance.
- Understands the importance of eligible content. Has instituted Benchmark testing so mastery of content may be monitored. No matter how well a lesson is presented, if students are not learning correct standards, they will not be prepared for college and career.
- Principal D. is enthusiastic about educating students which helps teachers remain motivated about the purpose of their work.
- Principal D. understands instructional practices and communicates them to teachers to help them improve instruction.
- Principal D. has high standards for herself and for teachers. This characteristic influences teachers to have high standards for students.
- Uses data to address issues - This removes some of the personal bias from tough decisions and makes them more quantifiable.