



William H. Turner Technical Arts High School

Miami, Florida

A Case Study of School Leadership

Purpose of the Research

To learn about factors associated with inclusive high schools whose students are achieving exemplary results, the Beacons of Excellence project at the Institute on Community Integration, University of Minnesota, (in collaboration with the Council for Exceptional Children) implemented a three-year, project funded by the Office of Special Education Programs. The project was designed to study how curricula, instruction, leadership, and other factors contribute to exemplary results for *all* high school students. The conceptual model used to guide the research was built on the framework established by the Malcolm Baldrige National Quality Award for education, which was established in 1998 to recognize performance excellence in schools (National Institute of Standards and Technology [NIST], 1998). Additional input for the model was gathered from a broad group of constituents interested in youth and educational concerns, and school completion and post-school outcomes established by the National Center for Educational Outcomes at the University of Minnesota.

Introduction: A Case Study of School Leadership

When stakeholders (20 focus groups and 12 interviews) at four inclusive high schools producing exemplary results for students with and without disabilities were asked what factors they associated with the successful outcomes of their school, 75% of the groups and individuals replied with statements associated with leadership. Because of this frequency, *Leadership* became a particularly important focus for the Beacons research study.

To understand what stakeholders defined as important leadership factors associated with their schools, each interview and focus group session was transcribed. These transcriptions were then coded for statements that were directly or indirectly linked to the school-based leadership system and/or the actions of the school leaders. This process was conducted by two people who established high reliability in their consistent classification of leadership statements. Once identified, these statements were analyzed, school by school. The themes that emerged from the statements were checked and validated by Beacons staff who were familiar with the interview text and schools. Lastly, the resulting case studies for each school were given to school administrators to be shared with relevant stakeholders for further validation. A cross-school description of leadership themes can be found in the

document *The Leadership Factor: A Key to Effective Inclusive High Schools*, located on the Beacons of Excellence web site (ici.umn.edu/beacons).

Leadership Themes Defined

This case study describes the leadership themes that emerged through interviews with stakeholders at William H. Turner Technical Arts High School. It should be noted that the themes presented are not exhaustive of what school administrators and school leadership systems are doing, but are based only on the statements stakeholders. Leadership was defined as the "school-based leadership system and actions of the leaders." Only stakeholder statements that could be identified as explicitly related to this leadership description were included in the themes that are reported here

This process, we believe, stayed true to stakeholder intent, and the emergent themes represent what stakeholders highlight as important leadership actions and systems within their school - actions and systems that support exemplary outcomes for students with and without disabilities.

William H. Turner Technical Arts High School Summary

William H. Turner Technical Arts High School (Turner Tech) is a comprehensive 9-12th grade high school that has a strong career focus. Located in a residential area of Miami, Florida, Turner Tech is housed in a large, relatively modern building that has an open, airy, Florida-climate architecture. Of the approximately 2,000 students at Turner Tech, 53% are African American and 42% are Hispanic. Eleven percent of Turner's students have disabilities.

Turner Tech describes its education as a "two for one" opportunity - students are offered an academic diploma *and* a practical career-oriented skills certificate. The large school is divided into seven academies that offer students a relatively small community experience. The seven academies include Academy of Residential Construction, Agriscience, Applied Business Technology and Entrepreneurship, Fannie Mae/National Academy of Finance, Health, Industrial and Entertainment Technology, and Public Service/Television Production. All students wear uniform shirts with each academy represented by a different color. Each academy offers a battery of courses that support a license, certificate, or preparatory training that reflects its focus. Much of the school's academic education comes from application-oriented activities within these academies, but some does not. Paralleling the academies are academic courses that reflect the diverse objectives of a comprehensive high school. The number of these courses that students take generally tapers off as the students get closer to graduation and closer to a career.

The building reflects these practical activities. A large room accommodates sections of a house that is being built. A large garden and sheltered animal feeding area supports the interests of the Agriscience academy in the city. The schools supplies are managed by students in Applied Business Technology. In addition to these on-campus activities, Turner

Tech is strongly linked with its community. Industry representatives spend time in the school, and students spend time training in outside industry.

All students, with or without disabilities, attend classes in their chosen academy. Seventy percent of the students with disabilities spend more than 75% of their time in core curriculum programs. As added support for students with disabilities, Turner Tech offers a number of special education classes in various academic areas. These represent smaller classes with special educators as their instructors.

A Partial List of School Programs/Initiatives

- Turner Tech:
- Develops partnerships with industry to acquire needed support.
- Develops and implement a marketing plan to promote Turner Tech's goals regarding recruitment and curriculum that will enhance the school-to-work concept in existing programs.
- Promotes self-learning by adopting technology-enhanced curriculum and instruction that strengthens reading and mathematics skills.
- Is a member of the Coalition of Essential Schools, and views teachers as coaches and students as workers.
- Links its clubs to organizations that are consistent with the school's academies:
- Vocational Student Activities
- Future Business Leaders of America
- Vocational Industrial Clubs of America
- Distributive Education Clubs of America
- Health Occupations Students Association
- Future Farmers of America
- Florida Public Service Association

For more information, visit the Beacons Web site at <http://ici.umn.edu/beacons>

Reference

National Institute of Standards and Technology (1998). Malcolm Baldrige National Quality Award: 1998 Education Criteria for Performance Excellence. Gaithersburg, MD: Author.

The Significant Factor of Leadership

Turner Tech's success has made it a model high school for Dade County, which plans to build 10 more similar schools. Turner Tech has a relevant, practical vocational focus that is an attraction for students who are vocationally minded, regardless of exceptionalities. This tangible focus on student goals leads students, stakeholders, staff, and administration to rigorously serve that end as it applies to each student. Creative collaboration, curriculum, and supplemental services are constantly being pursued as a means to enable students to achieve their personal goals. Student engagement and satisfaction are high. Parent engagement and satisfaction are high, teacher engagement and satisfaction are high, and businesses are serious about contributing both time and money. From the district to the student, Turner Tech succeeds largely from how it has incorporated its community in leadership and, consequently, how the school represents the real and changing interests of its stakeholders. This relevancy is representative of the school's underlying purpose and is reflected throughout its curriculum and culture.

Stakeholders associate leadership with Turner Tech's success. Turner Tech's founders had a strong and independent vision that set the school on a path of practical relevance. The current coordinator of special education, whose approach is very much student-centered, works endlessly to support students while searching for and instituting effective instructional and collaborative strategies. All stakeholder groups - students, parents, district, community, staff, and administrators - have an integrated role in the school's leadership system, assuring that support is broad, that relevancy is maintained, and that community resources are fully utilized. There is a focus on improvement, using data-informed decision-making. And lastly, the administration treats staff as professionals, experts at their craft, whose involvement in administrative decision-making is viewed as essential to effective improvement. Together, these leadership factors sustain a high level of stakeholder involvement and a culture of end-oriented innovation, which leads to tangible success for students.

"If you put a school together with a lot of motivated people, unless somebody has a vision and has a dream... you can be a hard working but how creative are you?"

- District Representative

"...there were... people who were visionaries who had real hard ideas and communicated them in a very motivating way and encouraged the rest of us to either follow or help or participate in some way."

- District Representative

"She [the special education coordinator] really has a good, strong vision of where things ought to be. She's like a dreamer. She comes up with really interesting new approaches to gather around a problem and to get to a solution."

- Advisory Panel Member

Stakeholders Are Involved In Decision-Making

Administrators at Turner Tech rely on staff and Turner Tech's community for leadership. Stakeholders are incorporated as an essential resource for curriculum relevancy, and teachers are relied upon for their expert skill, creativity, and guiding direction. The administration works to invoke the potential of each contingency by allocating leadership roles to stakeholders and orchestrating these roles toward the goal of improvement.

Turner Tech is based on the ideas of its two founders. Their ideas, which focused on providing students with tangible and vocational oriented education (while meeting district academic requirements), were not at first well received. The popular focus at that time was on academic, not vocational, education. However, the uphill climb to articulate and popularize their ideas served to strengthen the clarity and logic of their high school model, and when it was finally accepted the people involved were ardent supporters. This school was different, and it held the attention of supporters and non-supporters throughout the district and community. Turner Tech developed under high profile conditions, and it relied on the strength of its supporters for leadership and direction.

This leadership interdependency with stakeholders was further supported by the vocational focus of the school. It's curriculum objective of preparing students for careers was ultimately a community-focused objective. Effectiveness of the curriculum (and the resulting outcomes) were largely dependent on it being relevant to the needs of business and industry. In addition, it was not enough to enable students to become desirable for business and industry, Turner Tech wanted them also to have the behavior and focused discipline that would lead them to be successful. Involving the business and community organizations in Turner Tech's ongoing leadership system was vital to its success, as this involvement provided important advice and a partnership with potential employers.

In addition to community involvement, administrators rely on staff for guidance. Turner Tech's success has made it a particularly useful and sought-after location for administrative training - and the district supports this. As a result, administrators seldom stay at Turner Tech for more than three years. At many schools this administrative revolving door would spell disaster. A change in administration, although causing some shifting, does not significantly alter Turner Tech. Turner Tech's continued success is testament to that fact that its leadership is largely rooted in its staff. Many stakeholders say that

"I have to give credit where credit is due. I got here in July. I didn't make this all happen, you know. We like to think that we enhance it and make things happen around here and keep the quality to the expectation, but it is a we thing."

- Administrator

"[Leadership] is a 'we' thing because - I'll tell you - this school would not be what it is without the \$52 million building and the two years of seventh period planning and the year of preplanning."

- Administrator

"We worked out everything in detail and everyone was faxed... I think that's important that it was a work in progress and they're [the district] informed at every level of when changes are being made if there's a problem."

- Administrator

"We've had a lot of administrative turnover. I hate to use the word

the new administrators adjust relatively quickly to Turner Tech, rather than the other way around. They are said to discover that orchestration, not dictation, is the most fruitful approach. Many teachers have worked at Turner Tech since its beginning, and many are still charged with the vision of the school's founders. Administrators rely on staff for historical knowledge that informs leadership direction, purpose, and consistency.

Administrators view staff and other stakeholders as important resources, and actively involve them in leadership. The school's fundamental objective is a community objective, and inclusion of the variety of perspectives within the community increases the likelihood of achieving the objective. Students, parents, staff, and industry sit on key leadership committees and are involved in key school decisions. This involvement does not only invite important perspectives, but helps to unite the community in its objective.

From the onset, Turner Tech was an energized school in which the staff, district, business and industry, parents, and students were largely involved in leadership. The greater the involvement, it seemed, the greater amount of enthusiasm. When stakeholders talk about school wide initiatives, they talk about it in terms of "We." Whether administrators or teachers, there is a perspective that all stakeholder groups are needed to bring an initiative to successful fruition. And the administrators work to orchestrate the variables, elicit important stakeholder involvement, and empower stakeholders as a means of utilizing the depth of their skill and creativity.

power because that's not the word I want, but the base of decision-making and discussion has always been teacher-focused and between faculty... Of course, we screwed up because we're teachers - we're not managers. But that was the idea when we opened - [it] was mistakes are to be learned from, so we just have to keep reminding ourselves."
- General Educator

"[For the] administrators that have come in - Turner is a new concept. It's a break-away from the traditional high school. They do depend on the teachers that started Turner Tech to continue and try to build upon what it's supposed to be. So that is a struggle."
- Special Educator

The Administration Supports Staff Innovation

Administrators at Turner Tech perceive the staff as the school's primary source of innovation and they make great efforts to cultivate this resource. Using what they call a "worker model," they treat staff as highly respected, qualified professionals. As such, administrators entrust staff with important school-level responsibilities, while holding high expectations for staff (and students). Administrators also give staff a lot of leeway for experimentation and autonomy for self-determination. By relinquishing a large degree of control to those who are closest to students and the needs of the community, the school is responsive to the needs of students and the means of staff effectiveness. The effects of teacher leeway, autonomy, and respect also increases teacher engagement, resulting in high rates of teacher satisfaction and teacher output.

In structural terms, Turner Tech is designed to utilize the creativity of its staff by advocating smaller scale organizational units over larger scale units. Although administrators are accountable for the overall function and outcomes of Turner Tech, the school has been broken into seven distinct academies with their own governing bodies. Within these academies there are departments which also have a certain level of self government. By scaling down the size of school's operational units, teachers, students, parents, and businesses have a proportionately greater influence over the particular interests of their own objectives.

Administrators also invite teachers to formulate school programs, write specific grants, summarize particular school issues, etc. In these cases, administrators will describe the general parameters of the initiative and teachers will determine what the process will involve, and how it will be done. Nearly always, according to an administrator, the quality surpasses expectation.

Innovation is not limited to independent activities of teachers or administrators, but it is a value that is embedded in the school culture. Turner Tech, itself, was the product of an unconventional effort, built on unconventional ideas - aimed at providing students with relevant and practical education. Stakeholders - from teachers to students to business partners - who become involved with Turner Tech report experiencing a sense that they are given a cultural license to experiment as a necessary process in the pursuit of improved relevancy and effectiveness. Administrators support this in instruction, curriculum, school objectives, and administrative tactics for enabling it all to happen. Teacher instructional innovation is encouraged, as it represents a genuine effort toward improvement.

"...this school was not made by its administration. It was made by the teachers first and students."

-School Advisory Panel Member

"I think that having the teachers be committed, empowered, is essential here... It's just a really important element. If you're not an administrator that can handle that, you better move along because it's essential."

- Administrator

"I think that the administrative staff is very good at tapping into teachers' talents and enhancing the ability to use those talents which, again, is very supportive."

-School Advisory Panel Member

"...we have tremendous freedom to do what we want to do and to be creative. They [the administration] encourage us too try new things and to just try, to be creative and reach out and do different things, which I think is extremely empowering. I like that feeling. Nobody's told me not to do anything."

-School Advisory Panel Member

"You have to trust your workers... I think that having the teachers be committed, empowered, is essential here... It's just a really important element. If you're not an administrator that can handle that, you better move along because it's essential."

- Administrator

"[It's really important] when you're given the empowerment to do those dreams or ideas that you always thought you could do...."

- General Educator

"None of us are crazy - we're very smart people - and we knew that in order for this school to continue to

This support for innovation makes Turner Tech an exciting place for stakeholders. They refer to this momentum as the "Turner Highway," a centrifugal force of innovative activity that pulls stakeholders in. It is an experience that is described by stakeholders as both exhausting and rejuvenating at the same time.

Perhaps most distinctive of the administration's efforts to support innovation at Turner Tech is its own creative efforts to generate support for school programs. The administration has packaged the image and services of the school in professional looking brochures, folders, and a video tape (products designed by students). These materials, systematically disseminated and easy to digest, help to solicit interest, expertise, time, and financial support. In addition, administrators and representatives link themselves with community organizations and businesses as the vocational focus of the school gives administrators a natural venue for partnering with the community. These rigorous efforts by the administration have generated significant amounts of interest, expertise, and financial support for school initiatives. As a result, teachers report that they are well supported with the supplies they need to execute their ideas.

Administrators also assist in the development of stakeholder ideas. An example of this includes a sign language program. A group of students advocated for a comprehensive sign language program with interpreters and state-of-the-art assistive technology. After a few years of administrative "pushing," they finally acquired the funding to launch the program. Another example - when students indicated that they were interested in the military, the administration brought in an ROTC site evaluator, who eventually established a large ROTC program with a "deaf unit," called the *Silent Eagles*.

grow and to surpass any of our wishes, we had to empower those people who have already put the groundwork in. Just like you say, we let them do because we know it's been successful in the past. That's where the true innovations come from."

-School Advisory Panel Member

"I'll give them [teachers] their parameters, ask for a committee to come together, and they will give me an idea of how they want to spend the money. I think at that point they're on the front line and it's better for them to take a look at the best use of the money than for me to in haste."

- Administrator

"I think supplies are ample. They're pretty free. If we need something, they'll try to find resources to provide it, money to provide it. If we need textbooks, they allocate money for that each year."

- Special Educator

Use Data for Decision-Making and School Improvement Planning

Administrators at Turner Tech utilize school data in the development of their annual improvement plans and ongoing improvement decisions. In addition, the administration encourages and facilitates the use of data for teacher curriculum and instructional improvement. These efforts are partly facilitated by state and district requirements in annual improvement plans, but data gathering and use are extended beyond these requirements. Data are used to inform specific projects and objectives, to identify school strengths and weaknesses, to monitor progress on the annual improvement plan, and as one means by which teachers can assess their curriculum and instruction.

The state of Florida and Dade County require that Turner Tech submit to the district an annual improvement plan. This school-wide improvement plan is primarily developed by a school advisory committee, called the Educational Excellence Council - which is composed of teachers, parents, community members, and one administrative designee. By conducting a school needs assessment and an assessment of progress on the previous annual improvement plan, the Educational Excellence Council updates school goals and improvement plans.

Assessing the needs of the school includes an analysis of statistical information that describes Turner Tech's demographic characteristics and student performance scores. Armed with this data, the school's Improvement Advisory Committee and the Educational Excellence Council meet together and discuss the findings, areas of success, and areas of concern. The diverse stakeholder composition of the attendees ensures that diverse interests are represented and considered. The meetings are described as big "brainstorming" sessions, located in what is referred to as the "war room." Their primary goal is to identify, plan, and support effective strategies for improvement. Once clarified, a subcommittee is put in charge of describing the plan and its details in the annual report. Although the administrator facilitates the process, the stakeholders are largely put in charge of the report.

A guiding touchstone used in the school assessment process is the school's mission statement which, according to many stakeholders, has lost some of its original relevancy. In response, there is an elaborate effort to "refresh" the mission, to develop greater continuity between the school's mission and the school's current expectations and goals. Consistent with the leadership's inclusive approach, the

*"[We] have the Improvement Advisory Committee that's been able to help us find out if anything is going on that we need to get ahead of instead of reacting to."
- School Advisory Panel*

*"As I understand it, there is a database of specifics, the demographics and statistics of our school, like test scores and student achievement. That is examined by the school improvement team and the EESAC committee. We sit in this room and have a brainstorming session.... We brainstorm needs and concerns that we have and came up with a list of problems or concerns. Then the writing team tried to make that fit into the format of the school improvement plan."
-School Advisory Panel*

*"[We] developed an initiative this year on the EESAC [Education Excellence School Advisory Council] committee, a Refresh the Mission initiative, where we went back to the mission and tore it apart in a big faculty meeting. First, we started with small groups and brought it to faculty meetings. We addressed the mission and what were the expectations and what were the goals. Then we broke up into nine different ad hoc committees and have been working on those different goals throughout the year."
- School Advisory Panel*

"At the end of every nine weeks we pulled up every report card and reflected on every report card. Then what I did was I taught the teachers how to look at that data... [We]

process of revising involves input from all levels of the school - starting in each department and graduating to nine ad hoc committees that are managed primarily by teachers who have a large degree of control over the outcome.

Besides the annual improvement plan, Turner Tech's leadership also pursues ongoing improvement in curriculum, instruction, and relevancy. A particularly significant effort is aimed at learning from the insights of business leaders in the community. As Turner Tech is oriented toward tangible, vocational outcomes for its students - such as occupational certificates and licenses - its leadership wants its educational outcomes to be congruent with employer needs. In addition, the school's administrators are partial to the business model of organizational management. To satisfy these interests, administrators have formalized a role for the business community at Turner Tech, on what is called the Industry Advisory Committee. Business leaders on this committee include such notables as the president of the Nation's Bank and the vice president of Solomon Smith Barney. Some of the committee members are quite familiar with Turner Tech's curriculum, teachers, students, and issues. On a regular basis, this committee meets, discusses issues, and generates recommendations to the school's leadership.

Improvement is also generated by the ongoing efforts of the Improvement Advisory Committee, which keeps Turner Tech's leadership informed of improvement related issues and progress related to the school's improvement plan.

In addition to the school-wide improvement focus, administrators encourage and facilitate data-based self-assessment among teachers. Although it is described as a "tedious" process, a program was initiated where all student report cards were assessed every nine weeks. Teachers were taught how to interpret the data, and adjustments were made to curriculum and activities to respond to deficient areas (in some cases, individual student schedules were changed). By analyzing the data every nine weeks the adjustments could be assessed until improvement was achieved.

highlighted any student that was deficient. Then we changed their schedule if it needed a change, which took an unbelievable amount of hours. But that is where you get a quality education."
- Administrator

"[The Education Excellence School Advisory Council's] primary objective is to determine the needs of the school and to write the school improvement plan and then provide support for that plan as the year progresses."
- School Advisory Panel

"[We] have the Improvement Advisory Committee that's been able to help us find out if anything is going on that we need to get ahead of instead of reacting to."
- School Advisory Panel

"The focus has been now to come back to that original [mission]. I think that's why administrators do rely on the teachers that have been here... to keep it going."
- Special Educator

Administration Supports Professional Development

Turner Tech's administration supports staff development in several ways. It recruits inservice programs that support school objectives, it facilitates teachers in their ability to attend outside training programs and conferences, it entrusts staff with leadership responsibilities that extend their capacities beyond the classroom and department, and it occasionally organizes committees whose aim is to develop goal-specific staff capacities. Teachers describe the administrative support for their professional development as active, equitable, and enabling.

"I've been at some schools where administrators say, 'No you can't go, we need you here.' But Turner is very encouraging in saying, 'Great, we don't want to hold you back.'"
-School Advisory Panel Member

The administration takes a proactive approach to meeting its improvement goals, which includes preparing teachers for new instructional developments and activities. With a calculating approach, administrators budget money and hire inservice training that supports staff development that is aligned with the school objectives. Sometimes this requires creative fund raising, such as grant and donation solicitation. This proactive approach reduces the amount of inconsistency between staff training and school objectives, increasing the likelihood of success and satisfaction among teachers.

"I think the school is wonderful at staff development. There are always inservice training and workshops. I think they do a real good job about randomly selecting different teachers at different times to participate in all different types of programs. And staff is encouraged to participate. I've been at some schools where administrators say, 'No you can't go, we need you here.' But Turner is very encouraging in saying, 'Great, we don't want to hold you back.'"
-School Advisory Panel Member

In addition to proactive inservice training, teachers describe the administration as being supportive of their interests to attend outside educational opportunities. The administration is receptive to teacher requests to attend workshops, conferences, or other staff training, and make efforts to provide for teacher coverage during these teacher absences. In fact, teachers are pleasantly impressed by the assistance-oriented response they receive from the administration. Besides attending to teacher interests, teachers report that when the school leadership wants target specific goal-oriented training, they will take steps to *equitably* offer these opportunities to teachers, making sure that all teachers eventually receive access to these learning opportunities.

"[Administrators give me time to work on a district grant] - that's a training ground for me. Our administrative staff has been great to say, 'Yes, you have the release time to go.'"
-School Advisory Panel Member

Another type of staff development that teachers refer to at Turner Tech is the professional development incurred from the leadership experience that administrators offer them. These opportunities extend from grant writing projects, to ad hoc committees, to other leadership positions. Working within these capacities can lead to a development of particular skills, such as grant writing, and the administrative skills of group management, coordination, and research. Beyond these particular skills, these capacities offer teachers opportunities to expand their knowledge of the context in which they teach.

Administration Facilitates an Inclusive School Community

Turner Tech is a school community that is united around its purpose - to prepare students for satisfying careers. The tangible relevancy of this practical goal engages students, as they are clearly involved in building their futures. Student interest in their subjects and goals is observably clear from the vantage of teachers, administrators, and parents. Before students graduate, many of them will receive concrete licenses and certificates in an occupation that will enable them to work in a career of their choice. Others will be prepared to be employable while they go on to more school after graduation. These tangible objectives not only motivate students, but motivate staff, parents, and community members as well, as they can readily grasp and see the effects of their efforts on student outcomes. This relevancy serves to unite the school community around clear objectives and a tangible satisfaction.

Most students that first arrive at Turner Tech have a career focus, and by their second year there is an expectation that they have identified a focus. From the student's perspective, and from the staff's perspective, the school is there to enable the student to reach his or her personal goals. As a result, although Turner Tech's graduation standards are high, the school's services are focused on assisting each student in meeting those standards. Regardless of student exceptionalities, the same questions apply to every student - What does the student want to do? Is s/he physically or mentally capable of doing this (does the student need to modify their goal)? And what does the student need to do to actualize this goal? As a result, Turner Tech's programs are student-goal driven with an emphasis on student assets - and the utilization of these assets - to achieve those goals.

In this sense, Turner Tech is functionally inclusive - all students are focused on a specific goal, and all staff are aligned in their effort to help them reach those goals. It is *functionally* inclusive, as stakeholders do not talk about inclusion as a goal, but inclusion as a natural result of Turner Tech's purpose. All students are involved in career applicable classes within seven core career academies - operating as specific career-oriented learning communities. All students are expected to reach a high standard of proficiency within their program, and take responsibility for their future outcomes. Student exceptionalities are viewed merely as tactical issues, around which students must navigate, using their strengths (while de-emphasizing their weaknesses). Administrators and staff are charged with the responsibility to creatively support each student in

"...teachers, staff, administration, security, to anybody that works in this school - You walk down the hall and anybody who's working, it's, 'Hey, are you [student] having a good day? Students are not the low man on the totem pole. Students are Turner Tech.'"
- Community Advisory Panel Member

"The [administrator's] door is always open. If you walk into the principal's office and he's not busy, it's always - any problem you have - just go straight in. You need that in school. You need to be able to talk to your principal or administrators."
- Student

"[I]f you think you can do it yourself, you're wrong. You've got to have every person out there involved...."
- Administrator

"We got all the principals always walking around making sure everything's all right. They stop and talk to us... They work really well with the kids."
- Student

"I find that open communication between the teachers to teacher and teacher to administration and teacher to student. I think teachers listen. I think they hear."
-School Advisory Panel Member

"I think a lot of times we in exceptional student education knew our students and knew what we were

successfully reaching their goals.

As student programs cross the domains of vocational, academic, and exceptional services, so must the students services. Communication and collaboration is an important factor at Turner Tech, and it is supported by administrators in several ways. Administrators have an open door policy that make them accessible to stakeholders. They spend time in the halls, talking to students, visiting with teachers - efforts to reduce the hierarchical barriers that disrupt communication. In addition, they encourage and facilitate cross departmental collaboration and communication. As the focus of students, staff, and administrators is end-oriented, school efforts - wherever they are based - merge at each student in the form of collaboration in order to achieve success. The school functionally aligned.

doing, but we didn't always understand the vocational area. It's the same way with the vocational staff, that they were a little bit afraid of our students and didn't really know how to address their needs. But when you have a combined team of professionals whose total goal is to make sure that students are successful and have that all in one place, and you have the administrative support for it, too - and the community support - then you're going to find success."
- District

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