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# SCHOOL TURNAROUND LEADERS: *Competencies for Success*

Part of the School Turnaround Collection from Public Impact

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# Making the Most of This Guide: What You Need to Know

## About this Guide

### Why are Leaders So Important in a Turnaround?

Evidence collected over the last 30 years suggests that effective school leaders significantly influence student learning and other aspects of school performance.<sup>1</sup> Documented experience also indicates that individual leaders in failing organizations in various sectors, including education, can effect rapid, dramatic improvements.<sup>2</sup> School turnaround is possible, but it takes a broader, concerted effort with daring leadership at the helm and persistent, achievement-oriented collaboration among staff. That is the stuff of which rapid, bad-to-great turnarounds across sectors are made.

This guide aims to help districts attempting turnarounds understand the underlying characteristics of leaders likely to succeed in this unique context, based on the best available research to date. As more schools attempt turnarounds, increasingly accurate, detailed descriptions of leaders who are successful in this context will be possible.

### What Does This Guide Include?

This is a companion guide to several other documents related to selecting leaders and teachers for turnaround schools. All of these guides seek to clarify the most critical competencies – or patterns of thinking, feeling, speaking and acting – that enable people to be successful in attempts to transform schools from failure to excellence quickly and dramatically.

This guide provides leader competency definitions, school examples, and detailed levels of increasingly effective competence. For more specific information about how to select school leaders for turnaround schools, see *Leaders for School Turnarounds: Selection Toolkit*. For information about teacher competencies and teacher selection in turnaround schools, see *Teachers for School Turnarounds: Competencies for Success* and *Teachers for School Turnarounds: Selection Toolkit*. With the right tools and processes, competencies are strong predictors of work performance and can be very effective guideposts for selection, professional development, promotion, outplacement and pay.

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<sup>1</sup> Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. Minneapolis: University of Minnesota; Leithwood, K. & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University; Waters, J.T., Marzano, R.J., & McNulty, B.A. (2003) *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continental Research for Education and Learning; Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford, CA: Stanford Educational Leadership Institute.

<sup>2</sup> See *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, by Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff* by Kowal and Hassel of Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

## Using Competencies and Actions for School Turnaround Leader Success

### What is a “Competency”?

A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a job or role.<sup>3</sup> Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job. The competencies included here stem primarily from in-depth studies of highly successful leaders in analogous leadership roles (e.g., entrepreneurs, managers in complex organizations). These studies quantify the competency differences between typical and highly successful people in these roles. The specific competencies used here were selected to match the turnaround actions found in cross-sector literature. When more failing schools have turned around, quantitative studies comparing successful and less successful school turnaround leaders will be possible and will provide rich examples and precisely targeted competence levels specific to school turnaround leader success.

### How is a “Competency” Different from “Actions” that Lead to Success in a Job?

“Actions” included in this set of materials about turnaround leaders are those that appear consistently in a large body of cross-sector literature about successful bad-to-great turnarounds.<sup>4</sup> Some competencies include patterns of action. Thus, there is some overlap between the competencies and turnaround leader actions provided here. But other competencies are patterns of thinking and feeling that lead to effective action.

### What is the Benefit of Using Competencies for Selection?

Unlike in the stock market, the future performance of people can be predicted with some accuracy based on past behaviors. Ideally, school districts and school management organizations could choose people who have been successful previously in the same job: leaders who have already led very successful school turnarounds. But the turnaround strategy has not been a prevalent approach in education. Furthermore, the large number of schools nationally in which too many students are failing to learn enough demands a large supply of turnaround leaders. The competencies included here are phrased to be general enough that they can be used to select leaders who have shown the right combination of competencies in other jobs, but who have not yet turned around a school.

### Why is the Combination of Actions and Competencies So Powerful?

The actions list will help people selected for turnaround leader jobs understand what others have done to achieve turnarounds across sectors. The competencies will help with selecting leaders who may not yet have turned around a school. The competencies also will help leaders understand – and address – their personal strengths and weaknesses that may affect success as they embark on the turnaround challenge.

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<sup>3</sup> The competency-related definitions and major underlying competency research used here come from the ideas of David McClelland and related research documented in *Competence at Work, Models for Superior Performance*, Spencer and Spencer, 1993 (John Wiley and Sons).

<sup>4</sup> See *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, by Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff* by Kowal and Hassel of Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

## Turnaround Leader Actions: Consistent Cross-Sector Findings

The actions listed in this section are those found consistently in cross-sector studies of turnarounds, or successful bad-to-great transformations.<sup>5</sup> This research documented and analyzed cases in which public and private organizations that were failing by many measures made very rapid, dramatic performance improvements. (This stands in contrast both to slower, incremental improvements in already strong organizations and to closure followed by starting fresh entirely.)

In nearly all cases, these leaders identify and focus on a few early wins with big payoffs, and they use that early success to gain momentum. These new tactics often break organization norms or rules. The actions occur in a fast cycle of trying new tactics, discarding failed tactics and doing more of what works. Most turnaround efforts fail, because they are tried in very challenging situations. Repeated attempts – with a new leader, for example – may be critical to turnaround success in a large portion of schools.

### The Most Important Turnaround Actions

Fortunately, the steps toward turnaround success are very consistent across sectors. The complete list of critical actions appears on the following page. But school leaders trying turnarounds must stay focused on accomplishing the most *critical, consistent success actions*. In nearly all cases, leaders of successful turnarounds:

- ☑ **Identify and focus on a few early wins with big payoffs**, and use that early success to gain momentum. While these “wins” are limited in scope, they are high-priority, not peripheral, elements of organization performance.
- ☑ **Break organization norms or rules** to deploy new tactics needed for early wins. Failed rules and routines are discarded when they inhibit success.
- ☑ **Act quickly in a fast cycle** of trying new tactics, measuring results, discarding failed tactics and doing more of what works (see diagram). Time is the enemy when the status quo is failure.

### Fast Cycle of Actions in a Turnaround



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<sup>5</sup> Figure and actions from *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

## Turnaround Actions: Consistent Cross-Sector Findings (*continued*)<sup>6</sup>

*The principal and lead teachers may use these in differing ways . . .*

### ***Initial Analysis and Problem Solving***

- ◆ **Collect & Analyze Data:** Initially, turnaround leaders personally analyze data about the organization's performance to identify high-priority problems that can be fixed quickly.
- ◆ **Make Action Plan Based on Data:** Turnaround leaders make an action plan so that everyone involved knows specifically what they need to do differently. This allows people to focus on changing what they do, rather than worrying about impending change.

### ***Driving for Results***

- ◆ **Concentrate on Big, Fast Payoffs in Year 1:** Turnaround leaders concentrate on a few changes to achieve early, visible wins. They do this to achieve success in an important area, motivate others for further change, and reduce resistance by those who oppose change.
- ◆ **Implement Practices Even if Require Deviation:** Turnaround leaders deviate from organization norms or rules when needed to achieve early wins. In a failing organization, existing practices often contribute to failure. This shows that changes can lead to success.
- ◆ **Require All Staff to Change:** When turnaround leaders implement an action plan, change is mandatory, not optional.
- ◆ **Make Necessary Staff Replacements:** Successful turnaround leaders typically do not replace all or most staff but often replace some senior leaders. After initial turnaround success, staff who do not make needed changes either leave or are removed by the leader.
- ◆ **Focus on Successful Tactics; Halt Others:** Successful turnaround leaders quickly discard tactics that do not work and spend more money and time on tactics that work. This pruning and growing process focuses limited resources where they will best improve results.
- ◆ **Do Not Tout Progress as Ultimate Success:** Turnaround leaders are not satisfied with partial success. They report progress, but keep the organization focused on high goals. When a goal is met, they are likely to raise the bar. Merely better is not good enough.

### ***Influencing Inside and Outside the Organization***

- ◆ **Communicate a Positive Vision:** Turnaround leaders motivate others to contribute their discretionary effort by communicating a clear picture of success and its benefits.
- ◆ **Help Staff Personally Feel Problems:** Turnaround leaders use various tactics to help staff empathize with – or “put themselves in the shoes of” – those whom they serve. This helps staff feel the problems that the status quo is causing and feel motivated to change.
- ◆ **Gain Support of Key Influencers:** Turnaround leaders gain support of trusted influencers among staff and community and then work through these people to influence others.
- ◆ **Silence Critics with Speedy Success:** Early, visible wins are used not just for success in their own right, but to make it harder for others to oppose further change. This reduces leader time spent addressing “politics” and increases time spent managing for results.

### ***Measuring, Reporting (and Improving)***

- ◆ **Measure and Report Progress Frequently:** Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.
- ◆ **Require Decision Makers to Share Data and Problem Solve:** Turnaround leaders share key staff results visibly, to highlight those who do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.

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<sup>6</sup> *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

# Turnaround Leader Competencies with Competency Levels

## What is a Competency Level?

A “level” of a competency is a behavior (or set of behaviors) that exemplifies the competency in action. The behaviors are presented in increasingly competent levels that appear in studies to be linked to higher levels of success in relevant leadership roles. These levels may be used for selection, development and performance management and ideally would be validated in follow-up research on more and less successful school turnaround leaders.

## How May Levels Be Used for Selection?

The goal for selection is to determine what levels of critical competencies candidates already use and then to choose people who best match the levels needed for the job. The right person for a job is one who regularly – when needed and without prompt by others – uses the level of competent behavior that leads to success in a particular job. People who are stronger in a competency display that competency:

- ◆ more often
- ◆ at higher levels
- ◆ at the right times to make them successful in work situations.

Individuals do not *always* use their highest levels of competence. For example, even the highest achieving people do not set high-risk goals every time any task needs to be completed at work. Instead, they do so *more often than not when needed for success in meeting an important work objective*. That is why it is important when using competencies for selection to ensure that you are assessing a person’s competence in the context of their efforts to be successful in work. Behaviorally-oriented interviewing about work successes and failures is currently the most valid way to assess a broad range of competencies for selection in complex leadership jobs.

## What is a Critical Competency?

In this guide, a “critical” competency is one that should be used to screen candidates before investing in assessment of other competencies. The primary critical competencies for Turnaround Leader are *Achievement* and *Impact and Influence*. Without high level of competence in these two areas, a candidate is very unlikely to be successful taking the actions of successful turnaround leaders. Displaying high levels of these two competencies requires people to have and use moderate to high levels of many of the other competencies. In a short-cut version of selection, assessing for these two competencies alone may increase the odds of choosing the best-fit leaders.



## Turnaround Leader Competencies: Four Clusters of Competence

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for school turnaround leader success. They were derived by “mapping” the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations.<sup>7</sup> The competencies chosen fit the activities that turnaround leaders share with leaders in these other contexts. Validation, refinement and further customization of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful school turnaround leaders are possible. These competencies are arranged into four clusters of related capabilities.

**Driving for Results Cluster** – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

**Influencing for Results Cluster** – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

**Problem Solving Cluster** – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity.

Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

**Showing Confidence to Lead** – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

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<sup>7</sup> Competencies selected from *Competence at Work: Models for Superior Performance*, Spencer and Spencer (1993). Leader actions from *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

## Turnaround Leader Competency List and Definitions

**Driving for Results Cluster** – These enable a relentless focus on learning results.

- ☑ **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- ☑ **Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- ☑ **Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- ☑ **Planning Ahead:** A bias towards planning in order to derive future benefits or to avoid problems.

**Influencing for Results Cluster** – These enable working through and with others.

- ☑ **Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- ☑ **Team Leadership:** Assuming authoritative leadership of a group for the benefit of the organization.
- ☑ **Developing Others:** Influence with the specific intent to increase the short and long-term effectiveness of another person.

**Problem Solving Cluster** – These enable solving and simplifying complex problems.

- ☑ **Analytical Thinking:** The ability to break things down in a logical way and to recognize cause and effect.
- ☑ **Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things.

**Showing Confidence to Lead** – This competency is concerned with staying focused, committed, and self-assured.

- ☑ **Self-Confidence:** A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

## Turnaround Leader Competencies

### Driving for Results Cluster

This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Major actions include setting high goals for the organization and making persistent, well-planned efforts to achieve these goals despite barriers.

#### *Why it matters*

Without significant competence in this cluster, a turnaround leader is unlikely to achieve a sharp increase in school performance results since former practices have not worked and must be changed, and multiple, significant barriers must be tackled to ensure improved student learning.

**Driving for Results Cluster** – These enable a relentless focus on learning results.

- ☑ **Achievement:** Achievement is the drive and actions to set high goals and reach a high standard of performance despite barriers. Achievement is often expressed as an individual competency – the person craves being the best and acts to achieve this. In a leader, achievement includes setting high performance goals for the organization, prioritizing activities to achieve the highest benefit relative to inputs, and working to meet goals using direct action, staff, and other available resources.
- ☑ **Initiative and Persistence:** Initiative and Persistence include taking personal responsibility and doing more than is required for the purpose of accomplishing a difficult task or reach a challenging goal. It includes both direct action and enlisting the extra help of others, and may include bending the rules, taking personal risks, and acting without authority when needed to meet a goal.
- ☑ **Monitoring and Directiveness:** Monitoring and Directiveness is a managerial expression of achievement. It is used very selectively by the best managers with staff. It includes such behaviors as assertively demanding high performance, issuing specific directives and standards, publicly monitoring work against standards, and exacting consequences for failure to perform. The ability to set clear expectations and to hold others accountable for performance.
- ☑ **Planning Ahead:** Planning Ahead is a bias towards planning for future benefit or to avoid problems. It includes both anticipating situations and dealing with them in advance. This does not include mere routine or required planning, but that done voluntarily to achieve more success and proactively avoid problems.

## Achievement

*The drive and actions to set challenging goals and reach a high standard of performance despite barriers.*

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	<b>Low Concern for Work or Quality</b>	Shows little concern for quality of work. Or expresses concern but not able to describe specific actions taken to do good work.
	2	<b>Moderate Concern for Work and Quality</b>	Works to meet explicit standards required by others. Or sets own standard for work quality, but not a very difficult or clear standard. Or improves own work or work of team, but not in pursuit of a specific goal.
Potential Hire Zone	Threshold	3 TH	<b>Strong Concern for Work Goals and Quality Improvement</b> Sets challenging work goals for self (and/or team) and acts to meet them. Or sets challenging goals for self (and/or team) and tracks and touts progress.
		4	<b>Prioritizes Goals and Tasks Based on Cost-Benefit</b> Carefully chooses challenging goals and actions (for self and others) based on cost-benefit analysis, such as time, money and other resources needed versus likely speed and magnitude of results.
	Superior	5 S	<b>Pursuit of High-Risk Goals and Improvement</b> Takes significant personal or career risk or commits significant resources (time, money, etc.) to launch a new venture or attempt an unlikely change/improvement, and Takes multiple actions to minimize risk and ensure success (conduct research, anticipate barriers, plan carefully ahead, etc.), and Acts to engage the efforts of others for success.
		6	<b>Persistent Pursuit of High-Risk Goals and Improvement</b> Sustains pursuit of Level 6 over time to ensure complete meeting of high-risk goals.

**Red Flag Zone:** Red flag behaviors indicate a severe mismatch for this role.

**Neutral Zone:** These levels do not indicate a match if they are the highest levels of behavior shown.

**Potential Hire Zone:** These behaviors enable some level of success in this role.

**TH** = Threshold behaviors are needed for moderate success.

**S** = Superior performers use these behaviors when the situation requires.

## Achievement: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	3 <sup>TH</sup>	<b>Strong Concern for Work Goals and Quality Improvement</b>	Setting high student achievement and learning goals in specific targeted areas; following through on actions that have been selected to reach goals; and regularly tracking progress on meeting goals by analyzing interim assessments results.
		4	<b>Prioritizes Goals and Tasks Based on Cost-Benefit</b>	Setting high, fast learning improvement goals in a <i>core</i> subject (e.g., reading) where students are <i>weakest</i> and a grade level with teachers who are <i>amenable to change</i> ; and reallocating time and money for more frequent student assessment, an instructional coach to help determine changes, and targeted instruction materials to meet students' needs.
	Superior	5 <sup>S</sup>	<b>Pursuit of High-Risk Goals and Improvement</b>	Launching a new program to have a dramatic impact on student learning (e.g., one-on-one tutoring before and after school for all students who need or want it), by: carefully researching programs and choosing one with proven record; successfully negotiating new bus schedules to accommodate the program; raising substantial funds from nearby companies (and asking for forgiveness rather than permission for not working through normal district fundraising channels); and mounting a highly selective recruiting campaign at the local college to attract enough excellent tutors to meet the need.
		6	<b>Persistent Pursuit of High-Risk Goals and Improvement</b>	Repeated or multiple efforts under Level 6 over time to meet goals, raise goals, expand success and/or and sustain student achievement.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

## Initiative and Persistence

*The drive and actions to do more than is expected or required in order to accomplish a challenging task.*

Zone		Level	General Description	Specific behaviors
Red Flag Zone		1	<b>Avoids Required Work</b>	Does not show up for work reliably or requires extra supervision to get work done.
	Neutral Zone	2	<b>Independent Effort</b>	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.
Potential Hire Zone	Threshold	3 TH	<b>Extra Effort</b>	Works extra hours to complete work even when not required, Or takes on voluntary work tasks, Or routinely tackles moderate obstacles as they arise in routine work.
		4	<b>Significant Extra Effort</b>	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.
		5	<b>Extraordinary Effort</b>	Acting without formal or explicit authority, takes personal or career risks and bends organization norms or rules to accomplish a work objective (not a personal agenda) despite significant obstacles or early failure.
	Superior	6 S	<b>Engages Others in Extraordinary Effort</b>	Involves others in Level 5 effort, including people over whom the person has no formal authority.

**Red Flag Zone:** Red flag behaviors indicate a severe mismatch for this role.

**Neutral Zone:** These levels do not indicate a match if they are the highest levels of behavior shown.

**Potential Hire Zone:** These behaviors enable some level of success in this role.

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## Initiative and Persistence: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

<b>Potential Hire Zone</b>	<b>Threshold</b>	3 TH	<b>Extra Effort</b>	Working long hours; consistently staying late in order to finish up work; conscientiously returning phone calls and emails promptly from parents and staff members. Also volunteering regularly for district-wide governance and planning committees.
		4	<b>Significant Extra Effort</b>	Voluntarily and consistently forging personal relationships with community leaders resulting in specific valuable partnerships for the school, despite personal difficulty scheduling around timing of community events or skeptical initial responses to efforts.
		5	<b>Extraordinary Effort</b>	Systematically assessing current resources and identifying the need to reallocate resources in ways that better meet student needs; when initial efforts to carry out the reallocation fall flat due to district policies or staff resistance, repeatedly trying new strategies until finding one that works, even if the new allocations do not comply with existing regulations (e.g. reassigning resource teachers to reduce class size in targeted grades, procuring needed materials by using funds in ways other than is the norm in the district).
	<b>Superior</b>	6 S	<b>Engages Others in Extraordinary Effort</b>	Working over a period of months and despite opposition to persuade a majority of parents to support reallocating significant resources to meet student’s learning needs, even though it means giving up something else they value (e.g. sports teams or after school clubs).

TH = Threshold behaviors are needed for moderate success.  
 S = Superior performers use these behaviors when the situation requires.

## Monitoring and Directiveness

*The ability to set clear expectations and to hold others accountable for performance.*

Zone	Level	General Description	Specific behaviors
<b>Red Flag Zone</b>	1	<b>Avoiding Direction</b>	Gives in to others, even if conflicts with work goals. Or does not give directions or communicate expectations. (May justify by expressing concern with others liking them, hurting people's feelings or making others feel bad.)
<b>Neutral Zone</b>	2	<b>Routine Directions</b>	Gives directions about routine work, Or provides direction that is not explicit or detailed.
	3	<b>Detailed Directions</b>	Gives detailed direction needed to communicate to others what needs to be done to accomplish work tasks or to free own time for other work concerns.
	4	<b>Asserts Needs</b>	Says "no" to requests that are obviously unreasonable or that would harm work goals, Or manipulates situation so that others must comply.
<b>Potential Hire Zone</b>	<b>Threshold</b>	5 TH	<b>Asserts High Standard for Compliance</b> Sets high standard explicitly up front, Or gives clear initial orders, Or repeats expectation of high performance, Or insists in a demanding way that others comply.
		6	<b>Openly Monitors Performance</b> Publicly monitors and posts or communicates performance against standards.
	<b>Superior</b>	7 S	<b>Personally Confronts Performance Problems</b> Confronts people with performance problems (to gain compliance, not for developmental purposes), Or threatens consequences for performance shortfalls.
		8	<b>Fires Low Performers</b> Without regret, rids organization of low performers (following appropriate efforts to improve performance and all legal procedures).

**Red Flag Zone:** Red flag behaviors indicate a severe mismatch for this role.

**Neutral Zone:** These levels do not indicate a match if they are the highest levels of behavior shown.

**Potential Hire Zone:** These behaviors enable some level of success in this role.

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**S** = Superior performers use these behaviors when the situation requires.



## Monitoring and Directiveness: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

<b>Potential Hire Zone</b>	<b>Threshold</b>	5 TH	<b>Asserts High Standard for Compliance</b>	Establishing clear protocols to support school policies (e.g. how teachers respond to student misbehavior); requiring teachers to use protocols; monitoring teachers regularly to ensure that they are implementing new protocols.
		6	<b>Openly Monitors Performance</b>	Creating a data display that includes individual student performance on interim assessments; holding regular mandatory staff meetings or grade level team meetings at which one teacher or team's data is the subject of group scrutiny and discussion; and leading public brainstorming about how each (and every) individual teacher can better address student learning needs.
	<b>Superior</b>	7 S	<b>Personally Confronts Performance Problems</b>	Directly confronting teachers who refuse or fail to implement new instructional practices; being willing to evaluate low performing teachers honestly by rating them as unsatisfactory on district evaluations; informing teachers that failure to implement new instructional practices will negatively affect future evaluations and result in dismissal.
		8	<b>Fires Low Performers</b>	Effectively persuading low performers to resign; following appropriate legal procedures to document unsatisfactory performance with the intention of forcing staff members to resign or be fired.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

## Planning Ahead

*A bias toward planning in order to derive future benefit or to avoid problems.*

Zone	Level	General Description	Specific behaviors
<b>Red Flag Zone</b>	1	<b>Does Not Think Ahead</b>	Focuses thinking on the past, Or fails to see current needs and opportunities, Or focuses on immediate needs, tasks and problems only.
<b>Neutral Zone</b>	2	<b>Fully Addresses Current Needs</b>	Acts quickly, decisively and completely to address current problems and crises as they arise.
	3	<b>Plans up to Two Months in Advance</b>	Voluntarily identifies future needs, potential problems or potential opportunities and plans in advance to address these in this timeframe.
<b>Potential Hire Zone</b>	<b>Threshold</b> 4 TH	<b>Plans 3 – 12 Months in Advance</b>	Voluntarily identifies future needs, potential problems or potential opportunities and plans or acts in advance to address these in this timeframe.
	<b>Superior</b> 5 S	<b>Plans 1 – 2 Years in Advance</b>	Voluntarily identifies future needs, potential problems or potential opportunities and plans or acts in advance to address these in this timeframe.
	6	<b>Plans 2 or More Years in Advance</b>	Voluntarily identifies future needs, potential problems or potential opportunities and plans or acts in advance to address these in this timeframe.

**Red Flag Zone:** Red flag behaviors indicate a severe mismatch for this role.

**Neutral Zone:** These levels do not indicate a match if they are the highest levels of behavior shown.

**Potential Hire Zone:** These behaviors enable some level of success in this role.

**TH** = Threshold behaviors are needed for moderate success.

**S** = Superior performers use these behaviors when the situation requires.

## Planning Ahead: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

<b>Potential Hire Zone</b>	<b>Threshold</b>	4 TH	<b>Plans 3 – 12 Months in Advance</b>	Learning that three veteran teachers are planning to retire at year end, devising a thorough plan to recruit new faculty to fill the slots starting in late winter.
	<b>Superior</b>	5 S	<b>Plans 1 – 2 Years in Advance</b>	Anticipating that students will have difficulty with a new state achievement test that is planned for the following year (e.g. the state is introducing a science test); collaborating with grade level teams to review and develop stronger curriculum and instructional practices in the area that will soon be tested.  -Or-  Analyzing how reallocating and reassigning staff positions can help the school reach its student learning goals; planning for these staffing changes at least two years in advance; and communicating with staff about these changes the year before they take effect.
		6	<b>Plans 2 or More Years in Advance</b>	Anticipating that staff members will be able to assume more leadership responsibilities once the school is no longer in improvement status (3-5 years); identifying potential teacher leaders; and grooming them for future leadership roles by providing them with additional professional development.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

## Turnaround Leader Competencies

### Influencing for Results Cluster

This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. They must use a wider variety of influencing tactics than most leaders – acting directive with subordinates when urgent action is essential, inspiring and visionary when discretionary effort of staff and others is needed, and influencing entirely through others rather than directly – as the situation requires. They also must address a complicated web of powerful stakeholders (staff, parents, unions, community, etc.) and resource providers (district office staff, special funders, management organization staff, etc.) to ensure support for – and reduce resistance to – successful change.

#### *Why it matters*

Leaders in a turnaround school must induce behaviors from staff members (and others) that are significantly different from those previously exhibited. Obtaining more and different effort from others is critical to obtaining better student learning results. They cannot obtain all of these new and enhanced behaviors by being directive (see Monitoring and Directiveness), but instead must identify and tap the needs, wants and underlying motives of others.

**Influencing for Results Cluster** – These enable working through and with others.

- ☑ **Impact and Influence:** Impact and Influence is acting with the purpose of affecting the perceptions, thinking and actions of others. It is the most frequent set of behaviors used by successful managers in complex organizations. It includes empathizing with others and anticipating likely responses to situations, tailoring actions and words to create an intended impact, giving and withholding information to obtain specific responses, assembling behind-the-scenes coalitions to create support, taking multiple steps to obtain an intended response and using others to influence third parties. (It differs from Directiveness/Monitoring, which does not consider the perspective of the other party.)
- ☑ **Team Leadership:** Team Leadership is assuming authoritative leadership of a group for the benefit of the organization. It includes such behaviors as keeping people on the team informed, promoting the morale and performance of a team, obtaining resources that the team needs to perform, ensuring that the team produces as planned, and motivating the team with a compelling vision and enthusiasm.
- ☑ **Developing Others:** Developing Others is influence with the specific intent to increase the short and long-term effectiveness of another person. It does not include merely sending people to required training, but instead personally providing instruction, expressing positive expectations, providing developmental feedback, selecting training and work assignments to build others' capabilities, and delegating fully so that others may learn from their own successes and mistakes.

## Impact and Influence

*Acting with the purpose of affecting the perceptions, thinking and actions of others.*

Zone	Level	General Description	Specific behaviors
<b>Red Flag Zone</b>	1	<b>Personal Gain Tactics, Limited Persuasion</b>	Uses negative behaviors for personal gain. Or does not act to influence others.
	2	<b>No Adaptation to Audience</b>	Prepares and presents data and logical arguments, but does not tailor to make them appealing or influential to the specific audience.
<b>Neutral Zone</b>	3	<b>Tailors Single Action to Influence Audience</b>	Thinks ahead about the likely reaction of audience, And adapts communication to obtain desired impact.
	4	<b>Tailors Single, <i>Dramatic</i> Action to Influence</b>	Takes one, dramatic action chosen to obtain a specific reaction from audience. (Threats do not count; see Directiveness.)
<b>Potential Hire Zone</b>	<b>Threshold</b> 5 TH	<b>Tailors Two Actions to Influence Audience</b>	Thinks ahead about the likely reaction of audience, And adapts communication to obtain desired impact, And shows “influence tenacity” by taking two (not necessarily dramatic) steps to influence.
	<b>Superior</b> 6 S	<b>Tailors Three Actions or Uses Indirect Influence</b>	Takes three or more steps chosen to influence, Or uses third party experts or trusted individuals to influence others, Or obtains individual support “behind the scenes,” Or chooses timing and delivery/withholding of information to influence.
	7	<b>Complex Influence</b>	Engages in a complex set of maneuvers with many people – personal communications, use of third parties, promotion decisions, sharing of power or information, working through chains of people for a “domino” influence effect – to obtain desired impact.

**Red Flag Zone:** Red flag behaviors indicate a severe mismatch for this role.

**Neutral Zone:** These levels do not indicate a match if they are the highest levels of behavior shown.

**Potential Hire Zone:** These behaviors enable some level of success in this role.

**TH** = Threshold behaviors are needed for moderate success.

**S** = Superior performers use these behaviors when the situation requires.

## Impact and Influence: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

<b>Potential Hire Zone</b>	<b>Threshold</b>	5 TH	<b>Tailors Two Actions to Influence Audience</b>	Informing staff members about a new school-level policy that they might perceive as being more work but that will have a dramatic effect on student learning (e.g. eliminating in-school detention), and describing the change in a way that gets their buy in (e.g., describing other ways you will address student misbehavior); following up personally with individual teachers who are opposed to the change to ensure that they will adhere to new policy.
	<b>Superior</b>	6 S	<b>Tailors Three Actions or Uses Indirect Influence</b>	Persuading a small group of trusted teachers to become vigorous supporters of a new school policy; asking a teacher from another school that has implemented this policy to speak to the faculty about the positive effects; and being strategic about timing the announcement (e.g. making the announcement of the change during a meeting when there is general goodwill).
		7	<b>Complex Influence</b>	Understanding that teachers primarily look for leadership from two senior faculty members, one who backs a proven new reading program you want to implement and one who doesn't; empowering the supportive teacher by offering her the highly sought after school literacy coach position; in the teacher recruiting process for next year, specifically seeking out excellent teachers who back the new reading program; persuading a local business to make a large grant to the school, contingent on the adoption of the reading program. All of this is done to motivate teachers to eagerly adopt the program and encourage the exit of those who do not.

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S = Superior performers use these behaviors when the situation requires.

## Team Leadership

*Assuming authoritative leadership of a group for the benefit of the organization.*

Zone	Level	General Description	Specific behaviors	
<b>Red Flag Zone</b>	1	<b>Does Not Lead</b>	Provides no direction, goals, roles, or meeting clarity when needed or asked, Or has not engaged in any roles, in work or volunteering, that require leadership of a team.	
<b>Neutral Zone</b>	2	<b>Manages Logistics</b>	Communicates agendas, time constraints and work tasks.	
	3	<b>Keeps People Informed</b>	Tells people affected by decisions or events what is happening, ensuring that people have information they need.	
	4	<b>Manages Team Fairly</b>	Uses formal authority fairly, treats people on team with respect and fairness.	
<b>Potential Hire Zone</b>	<b>Threshold</b>	5 TH	<b>Acts to Make Team Effective</b>	Promotes team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it. May include how work is assigned, who is hired and fired on team, and expressions of how these actions affect remaining team members performance and morale.
		6	<b>Ensure Team's Opportunity to Perform</b>	Obtains resources and people that the group needs to perform, And protects the group from outside influences that might prevent performance.
		7	<b>Leads Team to Results</b>	"Sells" the team mission, goals, and actions to its members, and then follows up to ensure that the team's work is done well.
	<b>Superior</b>	8 S	<b>Communicates a Compelling Vision to Motivate Discretionary Effort</b>	Motivates the team – and stakeholders who affect the team's work – with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people's discretionary effort.

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## Team Leadership: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	5 TH	<b>Acts to Make Team Effective</b>	Setting aside time for grade level or departmental teams to meet regularly to improve practices; hiring teachers with particular expertise to a grade level or departmental team; reorganizing teams that are not high functioning by firing or reassigning teachers; being explicit about how these changes are designed to improve teacher performance and student learning.
		6	<b>Ensure Team's Opportunity to Perform</b>	Organizing professional development designed to meet the identified needs of teacher and staff teams (e.g. ongoing work with a literacy coach; regular peer observation and feedback); working vigorously and publicly to obtain permission for teachers to miss district-sponsored professional development activities that do not meet their needs; standing up to parents who are encouraging teachers to back off of high standards for their students.
		7	<b>Leads Team to Results</b>	Using multiple strategies and multiple opportunities to reinforce school and team level goals for student achievement (e.g. publicly identifying student achievement gaps and specific goals for improvement, stating student achievement goals constantly in public forums in written materials that are sent home to families); following up with teams to evaluate performance; reinforcing actions that lead to improvements (and sharing them schoolwide); and responding to lack of results as needed by insisting that the team diagnose shortcomings and devise and implement new strategies.
	Superior	8 S	<b>Communicates a Compelling Vision to Motivate Discretionary Effort</b>	Motivating teams of teachers to commit additional, discretionary time and energy to implementing new instructional approaches (e.g. teachers agree to meet on weekends or before or after school in grade level teams to develop higher level assignments, teams of teachers attend professional development workshops tailored to their needs over the summer) by making inspiring speeches on the power of schools to transform lives; posting examples of and leading visits to schools that "beat the odds"; continually reinforcing with students, parents, and staff the necessity of hitting high targets for growth; instantly and decisively countering any excuse-making heard in school.

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## Developing Others

*Influence with the specific intent to increase the short and long-term effectiveness of another person.*

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	<b>Does Not Develop</b>	Discourages others with negative statements of potential and expectation, Or takes no action to develop others (even if expresses belief in others' ability).
Neutral Zone	2	<b>Gives Explicit Instructions</b>	Tells others how to do their work when needed, makes helpful suggestions.
	3	<b>Explains Reasons for Instructions and Ensures Understanding</b>	Tells others why they need to do work a certain way, Or ensures that others understand the work to be done.
Potential Hire Zone	4 TH	<b>Gives Basic Feedback</b>	Provides specific feedback, both positive and negative, to help others improve.
	5 S	<b>Encourages and Helps after Failures</b>	Expresses positive expectation for future performance after a setback, and either Provides much more specific advice for tackling challenging assignments Or provides negative feedback in specific not global terms.
	6	<b>Arranges Assignments and Training</b>	Ensures that others obtain the experiences and training they need to develop new skills and levels of capability, Or gets others to fix problems and figure out solutions themselves. (Does not include signing off on required training.)
	7	<b>Designs New Development</b>	Creates a new program or materials to meet a developmental need.
	8	<b>Fully Delegates</b>	Gives full responsibility for very challenging work to others as "stretch" experiences, with full latitude for choosing work steps and making mistakes from which to learn.
	9	<b>Promotes for Development</b>	Promotes others as a reward for development or as a developmental opportunity.

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## Developing Others: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

<b>Potential Hire Zone</b>	<b>Threshold</b>	4 TH	<b>Gives Basic Feedback</b>	Regularly giving positive and negative feedback to teachers on specific instructional strategies that they are in the process of implementing (e.g. new approach to literacy instruction, new classroom management strategies).
	<b>Superior</b>	5 S	<b>Encourages and Helps after Failures</b>	Meeting with teachers after benchmark assessment results are tallied to discuss students who are not on track to meet proficiency goals; recommending specific instructional or support strategies for meeting these student’s needs, offering teachers negative feedback by referencing specific students and specific questions about instructional strategies in use.
		6	<b>Arranges Assignments and Training</b>	Arranging for teachers and other staff members to have ongoing professional development that reflects best available research on effective professional development (e.g. ensuring that each teacher engages in job-embedded attempts to improve practice in specific ways and receives immediate feedback and modeling from peers and leadership).
		7	<b>Designs New Development</b>	Having teachers research, implement and evaluate the results of a new professional development approach (e.g. examining student work as a team, implementing Japanese “lesson study”) in response to a specific instructional problem in the school such as widely varying results across classes within a given grade level.
		8	<b>Fully Delegates</b>	Delegating significant tasks to selected teachers with the intention of fostering their emerging leadership ability (e.g. developing a new homework policy, training other teachers in a new instructional strategy, designing an after school program for non-proficient students); providing them with ongoing feedback and coaching as they carry out the tasks.
		9	<b>Promotes for Development</b>	Establishing advanced or “master” teaching roles that reward teachers who have contributed measurably more to student achievement by giving them an opportunity to mentor other teachers. May also arrange for additional compensation.

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## Turnaround Leader Competencies

### Problem Solving Cluster

This cluster of competencies is concerned with thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. The thinking competencies are needed for higher levels of Driving for Results competencies and Influencing for Results competencies.

#### *Why it matters*

Leaders in a turnaround school use these competencies to identify organizational priorities, understand which tactics are working, identify and consider alternative approaches, and clarify steps to make organizational changes that will result in improved student learning.

**Problem Solving Cluster** – These enable solving and simplifying complex problems.

- ☑ **Analytical Thinking:** Analytical Thinking is breaking a problem into smaller parts or a logical order based on time sequence, cause-effect relationship, or priorities/importance. It is important for school leaders who must grasp data (qualitative and quantitative) about school performance for decision-making and make plans to communicate the steps and roles in a change process. It includes analyzing basic data to understand what is important and how it relates to school goals, recognizing cause-effect relationships of school activities and results, and making plans that logically and sequentially deploy significant resources and involve large numbers of people.
- ☑ **Conceptual Thinking:** Conceptual Thinking is understanding how seemingly unrelated things are related, seeing the big picture, and seeing how steps in a process connect to each other. It is important for school leaders, who must ensure that school activities and resources support the school's mission and student learning goals. It is important for turnaround leaders, who must quickly grasp and clarify critical issues from among too much data. It includes recognizing patterns and trends, simplifying and clarifying complex information, identifying critical issue(s) among many, and resolving conflicts among data.

## Analytical Thinking

*The ability to break things down in a logical way and to recognize cause and effect.*

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	<b>Does Not Analyze or Plan</b>	Responds to tasks as they arise, does not break work into steps or create lists, Or only follows steps created by someone else.
	2	<b>Creates Lists</b>	Creates simple lists of tasks or items.
Neutral Zone	3	<b>Makes Limited Connections</b>	Analyzes relationship among a few items, Or understands that A causes B, Or prioritizes a relatively simple list of tasks.
	4 TH	<b>Makes Multiple Connections</b>	Analyzes and notes the relationship among several items, Or organizes a complex activity into steps in a logical way (based on time, importance or other factors), Or understands several possible causes of events or results of events, Or anticipates multiple next steps and likely barriers.
Potential Hire Zone	5 S	<b>Does Complicated Planning and Analysis</b>	Breaks apart a complex problem or process into categories and subcategories down to basic steps or parts, Or analyzes a difficult problem from several different perspectives or using different criteria before arriving at a detailed solution.

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**Potential Hire Zone:** These behaviors enable some level of success in this role.

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## Analytical Thinking: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

<b>Potential Hire Zone</b>	<b>Threshold</b>	4 TH	<b>Makes Multiple Connections</b>	Analyzing data on student performance to determine where significant learning gaps exist; determining which changes are most likely to lead to increased student achievement in these areas; developing a logical, step-by-step plan that outlines the steps that the leader and other staff members need to take to implement these changes.
	<b>Superior</b>	5 S	<b>Does Complicated Planning and Analysis</b>	Breaking down overall school performance problems into a few high-priority categories using multiple measures of student performance (e.g. growth scores, teacher feedback on student learning, examples of student work, direct classroom observations); organizing a planning process for each problem category that includes goal setting, research on possible solutions, and decision-making about the best strategy to follow; assigning teacher leaders and support teams to each category; devising a tracking process to monitor progress of each group in order to intervene when needed.

TH = Threshold behaviors are needed for moderate success.

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## Conceptual Thinking

*The ability to see patterns and links among seemingly unrelated things.*

Zone	Level	General Description	Specific behaviors
<b>Red Flag Zone</b>	1	<b>Thinks Concretely or Using Well-Worn Rules</b>	Expresses thinking very literally, Or uses others' rules or similar personal experiences to draw conclusions.
<b>Neutral Zone</b>	2	<b>Sees Patterns</b>	Notes similarities, differences, gaps, and trends in technical data or in a current situation versus past.
<b>Potential Hire Zone</b>	<b>Threshold</b> 3 TH	<b>Applies Known Complex Conceptual Tools</b>	Using a known method of categorizing complex data, identifies what is most important or how things are related, Or applies past knowledge of similarities, differences, gaps, and trends to categorize new data or situations, Or make modifications to known categories to fit current data.
	<b>Superior</b> 4 S	<b>Simplifies Complex Ideas</b>	Crystallizes the meaning and importance of a lot of complex data in a few, simple findings, Or sees the most important issue in a complicated situation.
		5	<b>Creates New Concepts</b>

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**Neutral Zone:** These levels do not indicate a match if they are the highest levels of behavior shown.

**Potential Hire Zone:** These behaviors enable some level of success in this role.

**TH** = Threshold behaviors are needed for moderate success.

**S** = Superior performers use these behaviors when the situation requires.

## Conceptual Thinking: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

<b>Potential Hire Zone</b>	<b>Threshold</b>	3 TH	<b>Applies Known Complex Conceptual Tools</b>	Using the district’s data analysis tool to recognize trends in student graduation rates that suggest that particular subgroups of students are not achieving expected results; summarizing a recent report to help teachers understand the latest thinking about how to increase graduation rates.
	<b>Superior</b>	4 S	<b>Simplifies Complex Ideas</b>	In place of multi-page reports previously in use, creating a “performance dashboard” system for the school that allows parents, teachers, teacher teams, and administrators to see critical summary measures of performance in an easy-to-understand format; crisply articulating in a speech to staff the three major problems that, if solved, would lead to far higher student learning progress.
		5	<b>Creates New Concepts</b>	Using data to identify a new way of categorizing the root causes of performance challenges for individual students; developing a new model through which teachers and teacher teams can analyze their own data in order to categorize their students’ issues and devise more tailored responses.

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## **Turnaround Leader Competencies**

### **Showing Confidence to Lead**

This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. It includes both presenting oneself to the world with statements of confidence, putting oneself in challenging situations, taking personal responsibility for mistakes, and following up with analysis and corrective action.

#### *Why it matters*

It is important for turnaround leaders, who must both feel and appear strong and committed during the challenging early turnaround phase.

**Showing Confidence to Lead** – This enables success in a highly challenging situation.

- Self-Confidence:** Self-Confidence is a personal belief in one's own capability to accomplish tasks and actions that reflect that belief.



## Self-Confidence

*A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.*

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	<b>Feels or Acts Powerless</b>	Publicly expresses lack of confidence in self, Or defers to others inappropriately, Or avoids challenges because of fear of failure.
	2	<b>Conducts Tasks Without Hesitation</b>	Does work independently as needed.
Potential Hire Zone	Threshold	3 TH	<b>Acts Decisively and Forcefully</b>  Makes decisions despite disagreements with peers or subordinates, Or acts outside explicitly granted authority (but without breaking rules).
		4	<b>States Confidence in Self</b>  Openly states own expertise or compares self positively with others, Or views self a key actor or originator in important situation, Or expresses confidence in own thinking.
		5	<b>Justifies and Defends Confident Statements</b>  Stands up for self and positions in conflicts, Or follows statements with actions that justify confident claims.
	Superior	6 S	<b>Seeks Challenges</b>  Expresses positive feelings about challenging assignments, Or seeks more challenge and responsibility, Or makes decisions and confident statements despite disagreement with those in power (boss, influential people).
		7	<b>Seeks Extreme Challenge</b>  Confronts other in power bluntly when needed, Or seeks extremely challenging situations.

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**Potential Hire Zone:** These behaviors enable some level of success in this role.

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## Self-Confidence: School Examples

The table below presents hypothetical examples of what threshold and higher levels of this competency could look like in a school context. These are only illustrations; individuals could demonstrate these competencies in many other ways in schools and in other organizations. As a result, these examples should in no way be regarded as specific requirements for being rated at a given level. Hirers who screen for this competency may want to keep an ongoing record of how interview story examples of candidates from varying backgrounds are scored to increase consistency over time.

Potential Hire Zone	Threshold	3 TH	<b>Acts Decisively and Forcefully</b>	Implementing a change that is not popular with a significant number of staff members (e.g. requiring teachers to submit written lesson plans for review).
		4	<b>States Confidence in Self</b>	Taking credit for signs of school improvement that are a direct result of earlier actions; highlighting favorable comparisons between school and other similar schools; asking to attend district meetings where district officials will be making decisions that affect the school.
		5	<b>Justifies and Defends Confident Statements</b>	Defending and explaining the rationale behind changes in school operations in public forums when those changes are controversial; following up on claims about school improvement by taking the necessary steps to achieve success in the promised areas.
	Superior	6 S	<b>Seeks Challenges</b>	Instead of griping about the district's new tougher accountability system, publicly embracing the challenge posed by the new student learning targets; publicly refusing to sign on to an effort by the principal and teacher associations to fight the new accountability measures.
		7	<b>Seeks Extreme Challenge</b>	Choosing to work in schools or with students who have experienced years of failure; organizing other school leaders in similar schools to form a coalition fighting for more school-level authority over school budgets and schedules.

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S = Superior performers use these behaviors when the situation requires.

## What Competencies Support Turnaround Leader Actions?

	Driving for Results Cluster				Influencing for Results Cluster			Problem-Solving Cluster		Showing Confidence To Lead
	Achievement	Initiative and Persistence	Planning Ahead	Directiveness and Monitoring	Impact and Influence	Team Leadership	Developing Others	Analytical Thinking and Planning	Conceptual Thinking	Self Confidence
Collect & Analyze Data	✓	✓						✓	✓	
Concentrate on Big, Fast Payoffs Yr 1	✓	✓	✓	✓	✓	✓		✓	✓	
Make Data-Based Action Plan	✓		✓	✓	✓	✓		✓		
Implement Practices Even if Require Deviation	✓	✓		✓	✓	✓				✓
Require All Staff to Change	✓			✓	✓	✓	✓			✓
Make Needed Staff Replacements	✓			✓		✓	✓	✓		✓
Focus on Successful Tactics; Halt Others	✓	✓		✓		✓		✓	✓	✓

*Continues . . .*

### What Competencies Support Turnaround Leader Actions? (Continued)

	Driving for Results Cluster				Influencing for Results Cluster			Problem-Solving Cluster		Showing Confidence To Lead
	Achievement	Initiative and Persistence	Planning Ahead	Directiveness and Monitoring	Impact and Influence	Team Leadership	Developing Others	Analytical Thinking and Planning	Conceptual Thinking	Self Confidence
Progress is Not Ultimate Success	✓	✓	✓		✓	✓				✓
Communicate a Positive Vision					✓	✓			✓	
Help Staff Personally Feel Problems					✓		✓	✓	✓	
Gain Support of Influencers					✓	✓			✓	✓
Silence Critics with Speedy Success	✓	✓	✓		✓			✓	✓	
Measure and Report Progress Frequently	✓		✓	✓				✓	✓	
Require all Decision Makers to Share Data				✓	✓	✓				✓