

School Turnaround Teachers: *Selection Toolkit*

Part of the School Turnaround Collection from Public Impact
Fall 2016 Update

Now Includes Links To:

- ☑ *More on Instructional Leadership, the Heart of a Successful School Turnaround*
- ☑ *Free “Opportunity Culture” Tools*
- ☑ *Competencies Aligned with Career Paths for Teachers, Teacher-Leaders, and Principals*

Acknowledgements

This updated document incorporates links to materials for instructional leadership, teacher-leaders, and Opportunity Culture roles for teacher-leaders. In addition, the competencies have been aligned with the matching competency and selection materials for principals and teacher-leaders: *School Turnaround Leaders: Competencies for Success* and *School Turnaround Leaders: Selection Toolkit*, and *teacher-leaders*, so that educators and districts may use all in seamless career paths.

The updates are heavily informed by our experience working with high-poverty turnaround schools and those in the *Opportunity Culture* national network that have achieved swift, dramatic improvement in student growth and achievement. We are grateful to the teachers and principals who have led that work and shared their lessons, providing examples of how principals and a team of teacher-leaders can effect rapid student learning gains in the most challenging circumstances.

All competencies derived from: Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons.

About the Authors

The guide was prepared by Public Impact, a national education policy and management consulting firm based in Chapel Hill, North Carolina. Contributors from Public Impact include Lucy M. Steiner, Emily Ayscue Hassel, Bryan Hassel, and Shonaka Ellison. Internal editors include Nita Losoponkul, Jeanette Cornier, and Tim Field, with copyediting and layout by Sharon Kebschull Barrett.

Prior Version

This is an update of an original, 2008 version prepared by Public Impact for the Chicago Public Education Fund and the District of Columbia Public Schools. The following people contributed to and reviewed the original version: Kathleen St. Louis, Carrie Stewart, Victoria Van Cleef, Jamey Roberts, Rachel Curtis, John Luczak, and Dr. Sharon Davis Williams.

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Other Resources

For more help and examples to understand the competencies of turnaround teachers, see *School Turnaround Teachers: Competencies for Success*.

For help selecting and developing teacher-leaders/multi-classroom leaders for turnarounds (and more detail on teachers), see the *Opportunity Culture Selection Toolkit* and *Evaluation, Accountability and Professional Development in an Opportunity Culture*.

For help selecting and developing principals in turnaround schools, see the *School Turnaround Leaders: Selection Toolkit*, and *School Turnaround Leaders: Competencies for Success*

For more help redesigning schools for successful turnarounds, see OpportunityCulture.org.

For additional tools and materials to help with school turnarounds, see the Public Impact website's [Turnarounds](#) page.

Competencies in all of these materials are aligned. Some principal competencies have an additional, sixth level, while all teacher and teacher-leader competencies have five levels.

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Printing Instructions

This toolkit includes six separate sections, listed above, each of which is designed to be used at different stages of the selection process. For your convenience when printing is needed, each section has its own cover so that you may print, copy and use the sections separately. You also will need to make additional copies of some tools if working on paper, and this is indicated where we think you will find copies most helpful (in the interview and candidate rating steps). Every member of the interview team should have one complete copy of this toolkit, as well.

School Turnaround Teachers: Selection Preparation Guide

By Public Impact
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Selection Preparation Guide

Introduction

The turnaround teacher competencies included here are the best currently known, measurable distinguishers between very high performers and more typical or lower-performing teachers in a turnaround setting. The competency list we provide does not include all capabilities needed to perform. Instead the list here focuses on competencies that would distinguish between very successful teachers and the rest in a turnaround situation.

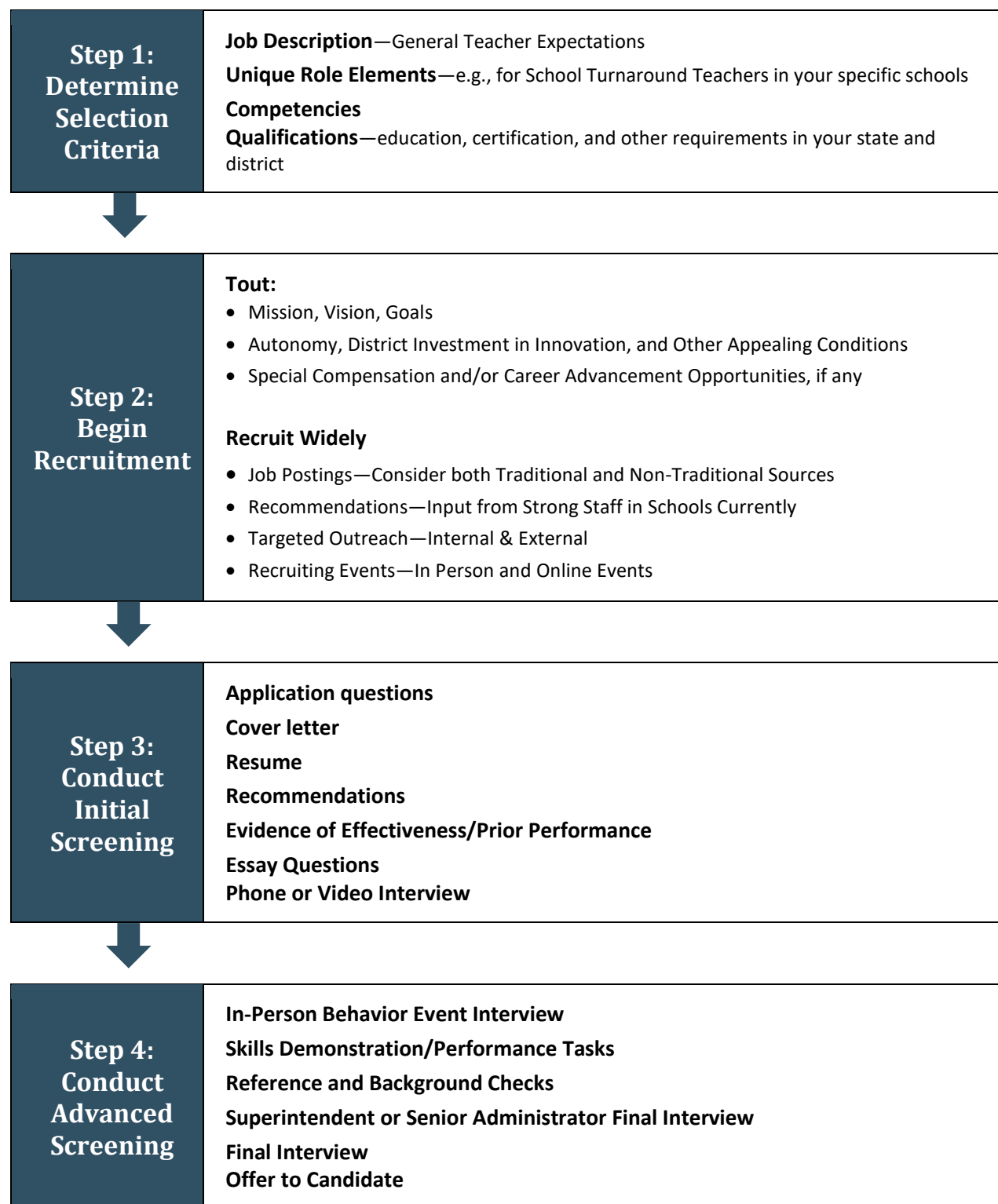
The competencies were derived primarily from a combination of research on successful teachers in high-poverty schools in the U.S., detailed competency studies of successful teachers in the U.K., and cross-sector research on successful organization turnarounds.¹ Some level of many of these competencies would be needed to perform well teaching in any school. But in a turnaround situation, where failure has become an entrenched way of life for students and staff, teachers need stronger and more consistent habits in these critical areas to transform wide-scale failure to learning success.

For more information about turnaround principal and teacher competencies, see the entire [Competencies for Success](#) series

These documents provide background information about effective bad-to-great turnarounds, turnaround teacher and leader competency definitions with school examples, and a bibliography of helpful sources. See [OpportunityCulture.org](#) for more on teacher-leaders or “multi-classroom leaders,” who have become increasingly important for fast, sustained turnarounds.

¹ The competencies provided here are derived from the following, which are recommended as companion guides: Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons; Hobby, R., Crabtree, S., and Ibbetson, J. (2004). *The school recruitment handbook: A guide to attracting, selecting and keeping outstanding teachers*. London and New York: Routledge; Haberman, M. (2005). *Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty*. Houston, TX: Haberman Educational Foundation.

Steps of a Teacher Selection Process



See [OpportunityCulture.org](https://www.opportunityculture.org) for examples and scoring rubrics to help with steps in addition to behavior event interviews.

Background on the BEI Interview Process²

Competencies, or habitual patterns of behaving and thinking, are key predictors of how someone will perform at work. Two teachers may have the same training and level of experience, but achieve very different student learning outcomes. Why? Research suggests that competencies make the difference. Acting with initiative and persistence is an example of a competency, as are planning ahead, flexibility and self-confidence. People who have previously exhibited high levels of the competencies that determine teacher success in a turnaround are more likely to succeed as future turnaround teachers.

Unfortunately, research indicates that traditional interview techniques rarely uncover competencies that predict future performance differences. Too often, job candidates speak in generalities about what they think they should or would do, not about what they actually do at work. Fortunately, interviewers can learn what people actually do through a specialized interview technique—the behavior event interview (BEI). In a BEI, candidates are asked to describe their detailed actions and thinking in past work events. What candidates have done to achieve success at work is a strong predictor of how they will seek success at work in the future, even when they have not held the same job.

As part of your hiring process you may want to screen teacher candidates for knowledge or skills that are not addressed directly in the competencies (such as subject knowledge and mastery of specific instructional practices that your school uses). In this case, the BEI can be used as **one part** of a longer interview. In addition to the interview, you may choose additional candidate screening techniques. Assessing writing samples, observing teachers in their classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates. (See [Steps of a Teacher Selection Process](#) on previous page).

Overview of the BEI Interview Process

In a BEI, the interviewer aims to understand in detail how candidates perform various aspects of their work. Interviewer(s) asks candidates to recall past events when they have felt successful or have dealt with specific situations at work (for example, a time when he or she influenced another person or participated in a group activity).

- The interviewer asks for a brief (1 minute) summary of what led up to each situation and the critical milestones or “headlines” in the story that the person will tell, such as key conversations or meetings, key steps, turning points, and how the situation ended.
- Then the interviewers ask the candidate to walk through the story step by step, recounting exactly what the candidate did, said, thought, and felt at the time, and how others responded.
- The interviewer *must* interrupt the candidate to probe for detail needed to understand exactly what the person was doing and thinking at the time.
- Only responses about what the person was doing, saying, feeling, or thinking at that past time are valid. Current thoughts about the event and hypotheses about what the person would do next time are not as accurate at predicting future performance.
- Following these rules of thumb and using the rest of the instructions provided here will help you make the most valid comparison among candidates using BEIs.

² For a detailed description of BEI techniques, see: Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons.

Step 1: Before the interview

All members of the Interview Team should read this [Selection Preparation Guide](#). This guide provides detailed, concise information about how to conduct a BEI interview including how to introduce the BEI to the interviewee, how to select and ask initial questions, and what types of follow-up questions are effective.

- Determine which interview questions you want to ask from the [Choosing Questions to Ask in Interviews](#) section of this guide.
- Decide who will ask questions and follow-up probes, and who will take detailed notes during the interview. Ideally, two or three people should interview each candidate.

Step 2: During the interview

- Use the [Script for Introducing BEI Questions](#) provided in this guide.
- Establish an informal, friendly tone and explain the interview objectives and format (different from most interviews, asks candidates to replay key events in great detail so you can understand exactly how they do their work).
- Explain that interviewer may interrupt to probe for more detail (“Sorry in advance for interrupting”).
- Reward candidates when they provide appropriate level of detail (such as, “Thanks, that is just the level of detail I am looking for ...”).
- Interrupt candidates to probe for *step-by-step details* of what they did, said, and thought at the time (such as, “Let’s go back. What did you say to him?”).
- Examples of effective probes:
 - What did you say?
 - What did you do next?
 - Take me through that incident, step by step.
 - What was going through your mind at that point?
- Don’t waste time by allowing answers that you can’t score—interrupting and probing ensures that each candidate has the best possible chance to score highly.
- Avoid asking “why” a person did or said something in the past, since this leads most people to speculate rather than recount past thoughts. Instead, ask “What were you thinking at the time?” to find out what was in the person’s mind at the time.
- Take notes on what the candidate says—*scorable* interview responses must be:
 - in first person,
 - descriptive of real rather than hypothetical events or thoughts,
 - set in the past, and
 - precise (not: “I usually...,” “Typically I....” etc.).

Step 3: After the interview

- Read your interview notes and highlight scorable interview responses.
- If working as an interview team, you might schedule time after each interview to determine the final scores for each candidate immediately, while the story is fresh in your heads.
- Use the [Candidate Rating Tools](#) to determine if a particular candidate has the turnaround competencies at a level high enough to be successful in this demanding environment. On these tools, note the highest level – Red Flag, Neutral, Threshold or Superior – of each target competency that the candidate demonstrated.
- Make a note of any other “red flag” responses, or concerns you have from the interview about other competencies.
- Use the [Candidate Comparison and Decision Tools](#) to make hiring decisions.

- **Induction:** Immediately following the interview process is an ideal time to begin the larger induction process, because the candidate's strengths and weaknesses are fresh in everyone's mind. Consider spending a few minutes as an interview team taking initial notes on the types of support and guidance each candidate would need to be successful in his or her new position. Are there particular supports, guidance, and/or resources that would help the candidate prepare to hit the ground running? Take note of these immediately. (Candidates not chosen, especially internal applicants, may benefit from feedback you might provide from the interview, as well.)

Script for Introducing BEI Questions

Because the BEI is different from some interview techniques, it is important to give candidates good initial instructions about how you would like them to respond during this part of the interview. The following is a script that outlines what the interviewer might say at the beginning of the interview. You will want to adapt this to your own context and use words that you feel comfortable with, but this gives you a starting point.

Lead interviewer says:

"We want to understand in detail how you do your work, especially when you have felt successful or challenged. So, we are going to ask a different type of interview question from the usual. We are going to ask you to describe past events in great detail—almost as if you have a video camera on your shoulder and are showing us exactly what happened. At different points, I or my teammates here will interrupt you to ask for more detail. Sorry in advance for that!"

[Ask the question.]

"Take a minute to think of a story you have to tell that matches the question. We want you to give us a "headline version" first. Take a minute to think, and then give me the headlines of key events, or most critical parts of your story...the beginning, middle and end. Next we'll go back and get you to walk us through it step by step."

[Take notes on the highlights of their story, perhaps drawing little boxes or a list of the key milestones at the top of your notes page (see the [Interview Notes](#) in [Day-of-Interview Tools](#).)

Once the candidate has given you the headlines:]

"OK, great. Now, take me back to the beginning. Walk me through step by step what you did, said, and thought at the time. And how others responded."

Choosing Questions to Ask in Interviews

Instructions. Interview team members will need to determine beforehand which competencies they particularly want to address, and how long they plan to spend on the BEI portion of the interview. Some may decide to focus entirely on BEI questions, while others may have additional questions they would like to ask.

Steps:

1. Decide when you are going to use BEI questions in your interview process. Many interview teams find it more effective to ask other questions before launching into the BEI portion of the interview.
2. Decide which BEI questions your interviewer(s) will ask.
3. Mark or record your selected questions in advance of interviews on the [Interview Notes](#) in [Day-of-Interview Tools](#).

We suggest one of three routes for choosing interview questions:

Quickest Version: Ask Question #1 only from the [Recommended Questions for Critical Competencies](#) (see next page). Then, rate interviewee responses against the other competencies on this list or against your own list of high-priority competencies from the [Complete Question Menu](#). *Estimated Time: 30 minutes*

Quick Version: Ask Question #1 plus two more. Select the two additional questions from the **Recommended Questions for Critical Competencies** or from the **Complete Question Menu**. *Estimated Time: 1 hour for three questions.*

Long Version: Ask all five **Recommended Questions for Critical Competencies** or select your own five questions from the **Complete Question Menu**. We suggest always asking Question #1 (Achievement), as it often elicits information both about people's standards for "success" and other competencies they use when they are most successful. *Estimated Time: 1½–2 hours for five questions.*

Other considerations:

Time required: Response time per question can vary from 15 minutes to an hour. Highly competent people often have longer, richer stories to tell, so you may get through fewer questions but observe higher scores. Most people can provide responses with enough detail in 20–30 minutes per question.

Choosing customized questions: The recommended questions cover critical competencies to distinguish most teacher candidates for a turnaround. However, your team may decide that other competencies would better distinguish candidates from your recruiting pool. Some competencies are fundamental and require use of others—for example, Achievement, Impact and Influence. Others distinguish staff likely to succeed in a challenging, high-change setting versus a typical school (such as Initiative and Persistence). Still others (such as Teamwork) distinguish teachers likely to contribute more to peer effectiveness in a whole-school change versus successful "lone-wolf" teachers. Also consider what strengths are needed to balance your existing staff and leadership team.

Altering questions: If you alter questions, avoid changing them to "leading" questions that indicate the desired responses. Leading questions (such as: So you decided at that point to meet with parents because you thought this would ease the tension?) reduce distinctions in responses of more and less competent people, limiting their usefulness for selection decisions.

Recommended Questions for Critical Competencies

These five questions were selected to cover competencies that:

- are likely to be most predictive of success for turnaround teachers,
- require use of other critical teacher competencies (and so will help you assess multiple competencies), and/or
- distinguish candidates who would perform well in a *turnaround* effort versus other school situations.

Cluster	Competency	Question*
Driving for Results	Achievement (ACH)	Think about a time when you <i>felt very successful or proud of something you accomplished</i> at work,* and tell me the story.
Influencing for Results	Impact and Influence (I&I)	Think about a time when you <i>influenced another person or people in a way that was satisfying</i> to you, and tell me the story.
Driving for Results	Initiative and Persistence (I&P)	Think about a time when you <i>accomplished something satisfying at work despite one or more obstacles</i> . Tell me the story.
Influencing for Results	Teamwork (TWK)	Think about a time when you <i>participated in a group or team of people to accomplish work that was satisfying</i> to you, and tell me the story.
Personal Effectiveness	Belief in Learning Potential (BLP)	Tell me about a time when you <i>helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level</i> . (Can be a student if interviewee is a teacher, a direct report, a more junior peer, etc.)
<i>*If the candidate is a recent or soon-to-be graduate, you may want to allow them to talk about recent, non-work experiences in order to get the most relevant data—the candidate should choose.</i>		

Complete Question Menu

The complete question menu includes questions for the critical competencies as well as the other competencies that have shown up in numerous cross-sector leader competency studies.

Competency	Question
<i>Driving for Results Cluster</i>	
Achievement (ACH)	Think about a time when you felt very successful or proud of something you accomplished at work, and tell me the story.
Initiative and Persistence (I&P)	Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.
Monitoring and Directiveness (M&D)	Think about a time when you set a standard for someone else's work and held that person accountable for adhering to that standard, and tell me the story. (Can be a student, a direct report, a peer, etc.)
Planning Ahead (PLA)	Think about a time when you had to think ahead to accomplish something satisfying at work. Tell me the story. <i>(Make sure to clarify time frame: when did the thinking ahead occur in relation to the anticipated events in the future? How far in advance?)</i>
<i>Influencing for Results Cluster</i>	
Impact and Influence (I&I)	Think about a time when you influenced another person or people in a way that was satisfying to you, and tell me the story.
Interpersonal Understanding (IU)	Think about a time when someone else's feelings or emotions affected their work and you dealt with the situation to your satisfaction. Tell me the story. <i>(Notes: 1. Here you must probe especially well for what the interviewee was thinking and feeling at the time. 2. The "someone else" may be a student, peer, or any other person)</i>
Teamwork (TMW)	Think about a time when you participated on a group or team of people to accomplish work that was satisfying to you, and tell me the story.
<i>Problem-Solving Cluster</i>	
Analytical Thinking (AT)	Think about a time when you had to solve a problem or figure something out that involved a lot of information, data or steps. Tell me the story.
Conceptual Thinking (CT)	Think about a time when you were confronted with a lot of information and had to figure out what was most important. Tell me the story.
<i>Personal Effectiveness Cluster</i>	
Belief in Learning Potential (BLP)	Tell me about a time when you helped another person, someone whom others were not sure could improve, become more successful. Tell me the story. (Can be a student if interviewee is a teacher, a direct report, a peer, etc.)
Self-Control (SCT)	Think about a time when you felt a strong, negative emotional reaction to a situation, but you were able to address the situation to your satisfaction. Tell me the story. (Example emotions: anger, frustration, embarrassment, etc.)
Self-Confidence (SCF)	Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.
Flexibility (FL)	Think about a time when a situation changed at work and you were able to deal with it to your satisfaction. Tell me the story.

School Turnaround Teachers: Day-of-Interview Tools

By Public Impact

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Day-of-Interview Tools

Instructions for Interview Team

The following tools are designed for use during the teacher candidate interview. These tools are designed to be used in tandem with the [Selection Preparation Guide](#), which provides an overview of the selection process. They include questions as well as structured note-taking pages to use during the interview.

Prior to the interview

- All members of the Interview Team should read the [Selection Preparation Guide](#). This guide provides detailed, concise information about how to conduct a BEI interview, including how to introduce the BEI to the interviewee, how to select and ask initial questions, and what types of follow-up questions are effective.
- In addition, all members of the interview team should familiarize themselves with the teacher competencies that are needed for success in a turnaround school.³ Detailed descriptions of these competencies as well as the rating levels within each competency can be found in [Appendix A](#). Also see [School Turnaround Teachers: Competencies for Success](#) for example behaviors and more about turnaround actions.
- Decide which questions you are going to ask and check or circle those on the following pages. For more help, see the [Choosing Questions to Ask in Interviews](#) section of the [Selection Preparation Guide](#).
- Each member of the interview team should have a copy of [Day-of-Interview Tools](#).
- Make additional copies of the [Interview Notes](#) pages. At the top of the page, indicate the questions for which you are taking notes. Every member of the interview team should have one copy of the two-page [Interview Notes](#) pages for *each* question that the team plans to ask.
- Decide who will ask questions and follow-up probes, and who will take detailed notes during the interview. Ideally, at least two or three people should interview each candidate.

During the Interview

Each team member should have the [Interview Notes](#) pages in front of them. There should be one copy for **each** BEI question you plan to ask.

- The space for “Notes” includes a section to write down a brief overview of the incident the candidate chooses to describe as well as additional space to write detailed notes about what the candidate says. These notes will later be used to determine if the candidate has the competencies at high enough levels to be successful, so detailed notes are important.
- For the detailed notes, write down anything you hear about:
 - what the candidate actually said, did, or was thinking or feeling at the time of the incident, and
 - responses they got from other people at the time.
- Tips for the *questioner*—Examples of effective probes:
 - What did you say?
 - What did you do next?
 - Take me through that incident, step by step.
 - What was going through your mind at that point?
- Tips for the *note taker*—Scorable interview responses must be:
 - First person (“I did this,” *not* “We did this”)

³ The competencies provided here are derived from the following, which are recommended as companion guides: Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons; Hobby, R., Crabtree, S., and Ibbetson, J. (2004). *The school recruitment handbook: A guide to attracting, selecting and keeping outstanding teachers*. London and New York: Routledge; Haberman, M. (2005). *Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty*. Houston, TX: Haberman Educational Foundation.

- Real rather than hypothetical actions and feelings (“I said...” *not* “I would say...”)
- Volunteered by candidate, not suggested by interviewer (“What was your role?” “I led the meeting,” *not* “Did you lead the meeting?” “Yes”)
- About the past rather than present feelings or behavior (“I felt hopeful...”)
- Precise, not general (not “I usually...,” “Typically I ...,” etc.)

After the interview

- Use the **Candidate Rating Tools** to determine whether candidates have the competencies at high enough levels to be successful.
- Use the **Candidate Comparison and Decision Tools** to compare and rank candidates for selection.

Script for Introducing BEI Questions

Because the BEI is different from some interview techniques, it is important to give candidates good initial instructions about how you would like them to respond during this part of the interview. The following is a script that outlines what the interviewer might say at the beginning of the interview. You will want to adapt this to your own context and use words that you feel comfortable with, but this gives you a starting point.

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[Ask the question.]

"Take a minute to think of a story you have to tell that matches the question. We want you to give us a "headline version" first. Take a minute to think, and then give me the headlines of key events, or most critical parts of your story...the beginning, middle and end. Next we'll go back and get you to walk us through it step by step."

[Take notes on the highlights of their story, perhaps drawing little boxes or a list of the key milestones at the top of your notes page (see the [Interview Notes](#)).]

[Once the candidate has given you the headlines:]

"OK, great. Now, take me back to the beginning. Walk me through step by step what you did, said, and thought at the time. And how others responded."

Recommended Questions for Critical Competencies

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****If the candidate is a recent graduate, you may want to invite them to talk about non-work experiences in order to get the most relevant data.***

Complete Question Menu

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Self-Confidence (SCF)	Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.
Flexibility (FL)	Think about a time when a situation changed at work and you were able to deal with it to your satisfaction. Tell me the story.

Candidate Name	Interviewer	Date
BEI Interview Questions		
Critical Competency Questions:		
<input checked="" type="checkbox"/> Achievement: Think about a time when you <i>felt very successful or proud of something you accomplished</i> at work, and tell me the story.		
<input checked="" type="checkbox"/> Impact and Influence: Think about a time when you <i>influenced another person or people in a way that was satisfying</i> to you, and tell me the story.		
<input checked="" type="checkbox"/> Initiative and Persistence: Think about a time when you <i>accomplished something satisfying at work despite one or more obstacles</i> . Tell me the story.		
<input checked="" type="checkbox"/> Teamwork: Think about a time when you <i>participated in a group or team of people to accomplish work that was satisfying</i> to you, and tell me the story.		
<input checked="" type="checkbox"/> Belief in Learning Potential: Tell me about a time when you <i>helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level</i> .		
Additional Competency Questions:		
<input checked="" type="checkbox"/> _____		
<input checked="" type="checkbox"/> _____		
Notes		
Overview of Incident (3–6 key milestones, start-middle-end):		
Details about Incident (continue on next page)		

Interview Notes (Page 2 of 2)

Candidate Name	Interviewer	Date

Notes

Details about Incident

School Turnaround Teachers: Candidate Rating Tools

By Public Impact

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Candidate Rating Tools

Instructions for Interview Team

The scoring sheet is designed to help you select teachers who will be successful in a turnaround school – a school that needs to move from very low performance to high performance quickly. By analyzing the candidate’s comments during the interview and comparing these comments to what is known about people who have high levels of particular competencies,⁴ you will be able to determine if a particular candidate has a competency at a level high enough to be successful in this demanding environment. Once you are familiar with the scoring process and the competency levels, scoring will go quickly, but plan to set aside at least thirty minutes to score each BEI question when you first begin using this technique.

In order to complete this scoring sheet, you will need:

- **Interview Notes** pages (completed by your team during interviews)
- **Complete Competency Rating Levels** (Appendix A)

Quick List of Action Steps:

- Step 1: List competencies on scoring sheet
- Step 2: Highlight scorable data
- Step 3: Determine competencies
- Step 4: Assign competency zones and levels
- Step 5: Take notes

Action Steps In Detail:

Step 1: List competencies on scoring sheet

List or mark the competencies that you are assessing in the “Competency List” column on the scoring sheet. Start with the competencies for which you have asked specific interview questions. You may decide to assess all of the critical competencies (see **Selection Preparation Guide** for more information about critical competencies), or you may decide to assess candidates for additional or different turnaround teacher competencies that you have chosen.

Step 2: Highlight scorable data

Read through interview notes and underline scorable data for competencies you have listed on the scoring sheet. Use the **Complete Competency Rating Levels** (Appendix A) to help you think about what kinds of data are relevant to the competencies you wish to score.

Scorable data is:

- First person (“I did this” *not* “We did this”). Real rather than hypothetical actions and feelings (“I said...” *not* “I would say...”)
- Volunteered by candidate, not suggested by interviewer
- About the past rather than present feelings or behavior (“I felt hopeful...”)

⁴ The competencies provided here are derived from the following, which are recommended as companion guides: Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons; Hobby, R., Crabtree, S., and Ibbetson, J. (2004). *The school recruitment handbook: A guide to attracting, selecting and keeping outstanding teachers*. London and New York: Routledge; Haberman, M. (2005). *Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty*. Houston, TX: Haberman Educational Foundation.

- Precise, not general (not “I usually...,” “Typically I ...,” etc.)

Example:

Interviewer: What thoughts went through your mind at that point?

Candidate: I suddenly realized that I had been going about things in the wrong way. I had been criticizing the students, not building their confidence. I’d seen this before with students—lots of frustration—so I realized I needed to calm down and speak in a lower tone. So I said, “You all have done this really well before, with an easier problem. This is a harder problem, but the same rules apply.”

Step 3: Determine competencies

Compare your underlined statements with the competency definitions in the **Complete Competency Rating Levels** (Appendix A). Note in the margins of the interview notes the competencies that are demonstrated in the underlined statements.

Example: I’d seen this before with students—lots of frustration. (Interpersonal Understanding.)

Step 4: Assign competency zones and levels

- Compare the underlined statements with the competency levels in the **Complete Competency Rating Levels** (Appendix A).
- Determine whether the candidate’s comments suggest they have demonstrated the Red Flag, Neutral, Threshold, or Superior zone for each of the competencies you are assessing. Circle the appropriate rating in the “Zone” column.
- You also may assign a numerical level to each of the competencies you are assessing. Circle the number of the highest level you see in the interview notes in the “Level” column. Members of the interview committee may want to collaborate during this process and discuss zone and level assignments.
- **Note:** Note “Red Flag” responses on any turnaround teacher competency, whether or not it is one you intended to assess.

Step 5: Take notes

- Take brief notes on interview details that will help you remember why you gave the candidate a particular rating.
- Also make a note of any other “Red Flag” responses, or concerns you have from the interview about a particular competency.
- Note if you do not have enough information to rate a competency of concern to you.
- If you are producing one score as an interview team, now is the time to determine how you will rate each candidate on each competency. Alternatively, you may reserve this step for later.

Individual Scoring Sheet—Critical Competencies

Candidate Name	Interviewer										Date
Critical Competency List	Zone				Level						Notes
Achievement (ACH)	RF	N	TH	SU	1	2	3	4	5	6	
Impact and Influence (I&I)	RF	N	TH	SU	1	2	3	4	5	6	
Initiative and Persistence (I&P)	RF	N	TH	SU	1	2	3	4	5	6	
Teamwork (TWK)	RF	N	TH	SU	1	2	3	4	5	6	
Belief in Learning Potential (BLP)	RF	N	TH	SU	1	2	3	4	5	6	
<p>RF = Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.</p> <p>N = Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>TH = Threshold Zone: Threshold behaviors are needed for moderate success (excellence likely <i>only</i> with significant leadership and support).</p> <p>SU = Superior Zone: Superior performers use these behaviors when the situation requires (even without significant leadership and support).</p>											

Individual Scoring Sheet—Additional Competencies

Candidate Name	Interviewer										Date
Additional Competencies List	Zone				Level						Notes
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	

RF = Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
N = Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
TH = Threshold Zone: Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
SU = Superior Zone: Superior performers use these behaviors when the situation requires (even without significant leadership and support).

School Turnaround Teachers: Candidate Comparison and Decision Tools

By Public Impact

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Candidate Comparison and Decision Tools

Guidelines for Choosing Among Candidates

Once you have conducted your interviews, the process of selecting candidates will depend on a number of variables, many of which are unique to your school. The following guidelines are offered for your consideration, with the understanding that each interview team will determine what works best given their circumstances.

Step 1: Determine What Competencies Have Been Assessed and Score

As an interview team, look over your notes and rating sheets and determine whether you have enough data to assess each of the competencies.⁵ In cases where you **do not** have enough data, note this on the **Candidate Comparison Scoring Sheet**. In cases where you **do** have enough information, note each candidate's zone (and level, if available) for each competency.

Step 2: Compare and Select Candidates

- The interview team should consider the candidates either for specific positions (such as math resource specialist) or general recruiting where several staff with more general qualifications are needed (such as K–4 classroom teachers). Note the number of slots you need to fill for each type of position, and group candidate rating sheets accordingly so you may consider all candidates for each position simultaneously.
- Compare the strengths of the candidates, particularly in the critical competencies.
- Highlight top-tier candidates for each position.
- Compare extreme weaknesses (Red Flags on any competency, Neutrals on critical competencies) that might keep a candidate from succeeding despite other strengths.
- Few candidates will have all of the competencies and skills needed at the highest levels.
- Make a note of the top candidates for specific positions or for your general hiring pool. Select a second or third choice, if possible, for specific positions.

Other considerations:

- If someone appears to be in the Superior Zone on all or most high priority competencies with no obvious red flags, a rapid, personal recruiting effort is appropriate. Hire as many of these candidates as you can.
- If someone is a mix of Threshold and Superior Zones, consider the candidate for second tier recruiting.
- A red flag on any competency is a “no hire” even if the person has other great strengths.
- If you have only candidates who score consistently in the Threshold Zone, give priority to those who score at higher levels within that.
- Consider the overall mix of turnaround teacher competencies across grades, if possible, so that every grade and subject has at least one strong “Achievement driver” to keep expectations high and one strong “Impact and Influence thinker” who can help other teachers think about how to influence students with differing barriers to learning.

⁵ The competencies provided here are derived from the following, which are recommended as companion guides: Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York, NY: John Wiley and Sons; Hobby, R., Crabtree, S., and Ibbetson, J. (2004). *The school recruitment handbook: A guide to attracting, selecting and keeping outstanding teachers*. London and New York: Routledge; Haberman, M. (2005). *Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty*. Houston, TX: Haberman Educational Foundation.

Step 3: Plan for Induction

Immediately following the interview process is an ideal time to begin the larger induction process, because the candidate's strengths and weaknesses are fresh in everyone's mind.

Consider spending a few minutes as an interview team taking initial notes on the types of support and guidance each candidate will need to be successful in his or her new position. Are there particular supports, guidance and/or resources that would help the candidate prepare to hit the ground running? Take note of these immediately. In addition to induction of selected candidates, consider providing developmental feedback to internal candidates who are not selected at this time.

Candidate Comparison Scoring Sheet (Page 1 of 2)

	Candidate 1		2		3		4		5	
Name										
<i>Driving for Results Cluster</i>										
Competencies	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level
Achievement (ACH)										
Initiative and Persistence (I&P)										
Monitoring and Directiveness (M&D)										
Planning Ahead (PLA)										
<i>Influencing for Results Cluster</i>										
Competencies	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level
Impact and Influence (I&I)										
Interpersonal Understanding (IU)										
Teamwork (TMW)										

Candidate Comparison Scoring Sheet (Page 2 of 2)

	Candidate 1		2		3		4		5	
Name										
<i>Problem-Solving Cluster</i>										
Competencies	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level
Analytical Thinking (AT)										
Conceptual Thinking (CT)										
<i>Personal Effectiveness Cluster</i>										
Competencies	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level
Belief in Learning Potential (BLP)										
Self-Control (SCT)										
Self-Confidence (SCF)										
Flexibility (FL)										

School Turnaround Teachers: Appendix A

Complete Competency Rating Levels

By Public Impact

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Complete Turnaround Teacher Competency List and Definitions

These are the competencies—or consistent patterns of thinking, feeling, acting, and speaking—needed for teacher success in turnarounds. They were derived from a combination of research on successful teachers in U.S. high-poverty schools, studies of successful teachers in the U.K., and cross-sector research on successful turnarounds. Some level of many of these competencies would be needed to teach well in any school. But in a turnaround situation, where failure has become an entrenched way of life for students and staff, teachers need stronger and more consistent habits in these critical areas to transform widescale failure to learning success. Validation and refinement of these competencies will be possible as the number of successful school turnarounds grows. These competencies are arranged into four clusters of related capabilities.

Note: The competency language and levels were updated and improved in 2016 and now align with teacher selection materials on PublicImpact.com and teacher and teacher-leader materials OpportunityCulture.org.

Driving for Results Cluster— This cluster of competencies is concerned with the turnaround teacher’s strong desire to achieve outstanding student learning results and the task-oriented actions required for success.

- **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 toward planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster— This cluster of competencies is concerned with motivating others—students, other school staff, and parents—and influencing their thinking and behavior to obtain student learning results.

- **Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking, and actions of others.
- **Interpersonal Understanding:** Understanding and interpreting others’ concerns, motives, feelings, and behaviors.
- **Teamwork:** The ability and actions needed to work with others to achieve shared goals.

Problem-Solving Cluster— This cluster of competencies is concerned with teachers’ thinking to plan, organize, and deliver instruction.

- **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.

Personal Effectiveness Cluster— This cluster of competencies is concerned with the teacher’s self-management of emotions and personal beliefs that affect student learning.

- **Belief in Learning Potential:** A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
- **Self-Control:** Acting to keep one’s emotions under control, especially when provoked.
- **Self-Confidence:** A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.
- **Flexibility:** The ability to adapt one’s approach to the requirements of a situation and to change tactics.

Turnaround Teacher Competencies: Driving for Results Cluster

This cluster of competencies is concerned with a turnaround teacher's strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Major actions include setting high goals for oneself and one's students; making persistent, well-planned efforts to achieve these goals despite barriers and resistance; holding others accountable for doing their part to achieve success; and putting in extra effort to ensure success when others fall short.

Why it matters

Without significant strength in this cluster, a teacher in a turnaround school is unlikely to achieve a sharp increase in student results, since former practices have not worked and must be changed, and multiple, significant barriers must be tackled to ensure 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 shown by an individual acting alone—the person craves being the best and acts to achieve this. In a leader, by contrast, achievement includes setting high performance goals for the team or organization, prioritizing the group's actions to achieve the highest benefit relative to cost, and working to meet goals directly and through the group.
- **Initiative and Persistence:** Initiative and Persistence include taking personal responsibility and doing more than is required to accomplish a difficult task or reach a challenging goal. It includes both directing 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 used selectively by the best managers. 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. Being able to set clear expectations and hold others accountable for performance is critical.
- **Planning Ahead:** Planning Ahead is a bias toward 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 is done voluntarily to achieve more success and avoid problems.

Achievement				
The drive and actions to set challenging goals and reach a high standard of performance despite barriers.				
Related interview question: Think about a time when you felt very successful or proud of something you accomplished at work. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Low Concern for Work or Quality	Does not express concern for quality of work, Or expresses concern but cannot describe specific actions taken to do good work.
Neutral Zone		1	Wishes To Do Job Well	Expresses desire to do the job well but does not try to make improvements.
Potential Hire Zone	Threshold	2	Works Toward and Improves Others' Quality Goals	Works to do tasks and meet standards <u>set by supervisor/ managing administrator</u> ; makes only small, voluntary changes.
		3	Sets Own Modest Standards for Quality	Sets and works toward <u>own modest work goals</u> , likely to be met but important for self, students, or other adults. Monitors progress.
	Superior	4	Prioritizes Challenging Goals and Tasks	Carefully chooses <u>challenging</u> goals (difficult but not unrealistic) for self, students, and other adults. Monitors progress, And <u>chooses actions based on cost-benefit analysis</u> : how to spend time and money to produce results at right time.
		5	Sets High-Risk and Challenging Goals	Carefully chooses <u>very challenging</u> goals (that may seem unrealistic to others) and commits significant resources and time despite the uncertainty of success. Monitors progress. Also: <ul style="list-style-type: none">• <u>Chooses actions based on cost-benefit analysis</u>: how to spend time and money to produce results at right time;• Takes <u>multiple actions</u> to reduce risk and ensure success—<u>anticipating barriers and planning far ahead</u>; and• Engages and gets help from other adults. Note: Level 5 goals and actions without results may result from weakness in one or more <i>other</i> competencies

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: **Threshold** behaviors are needed for moderate success, while **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.				
Related interview question: Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Avoids Required Work	Does not show up for work reliably or requires extra supervision to get work done.
Neutral Zone		1	Works Independently	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	2	Invests Extra Effort	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.
		3	Invests Significant Extra Effort	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles obstacles as they arise.
	Superior	4	Invests Extraordinary Effort	Acting without formal or explicit direction, commits significant personal time and bends organization norms or rules to accomplish a work objective (with emphasis on improving organizational outcomes, not on defiant rule-breaking), and persists despite significant obstacles or early failure.
		5	Engages Others in Extraordinary Effort	Involves others in Level 4 effort, including people over whom the person has no formal authority.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				

Monitoring and Directiveness				
<i>The ability to set clear expectations and to hold others accountable for performance.</i>				
<i>Related interview question: Think about a time when you set a standard for someone else’s work and held that person accountable for adhering to that standard. Tell me the story.</i>				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Avoids Direction	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.)
Neutral Zone		1	Gives Routine Directions	Gives directions about routine work, Or provides some direction that is not very explicit or detailed.
Potential Hire Zone	Threshold	2	Gives Detailed Directions	Gives detailed direction needed to communicate to others what needs to be done to accomplish work tasks.
		3	Asserts Needs	Says “no” to obviously unreasonable requests, Or sets limits on others’ behavior, Or structures situations so that others must comply.
	Superior	4	Asserts High Standards	Sets high standard explicitly up front, monitors, and communicates performance versus standard (privately or, with adults working together, publicly), Or repeatedly reasserts standard and insists that others, adults and students, comply with high standard.
		5	Confronts Others About Performance Problems	Confronts students, or adults, about performance problems; Or threatens consequences for performance shortfalls.
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: Threshold behaviors are needed for moderate success, while 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.				
Related interview question: Think about a time when you had to think ahead to accomplish something satisfying at work. Tell me the story. (Clarify time frame: When did the thinking ahead occur in relation to the anticipated events in the future? How far in advance?)				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Does Not Think Ahead	Fails to see and address current needs and opportunities, Or focuses on immediate needs, tasks, and problems only when forced.
Neutral Zone		1	Addresses Current Needs	Acts quickly, decisively, and completely to address current problems and crises as they arise.
Potential Hire Zone	Threshold	2	Plans Up To 2 Months Ahead	Voluntarily identifies future needs and potential problems or opportunities and plans ahead to address these within a two-month time frame.
		3	Plans 3–12 Months Ahead	Voluntarily identifies future needs, potential problems or potential opportunities that will occur 3 to 12 months in the future that are not obvious to others, and takes action to plan or act in advance to address these.
	Superior	4	Plans 1–2 Years Ahead	Voluntarily identifies future needs, potential problems, or potential opportunities that will occur 1 to 2 years in the future that are not obvious to others, and acts in advance to address these (for example, students’ needs at next grade level; future needs of teaching team).
		5	Plans 2+ Years Ahead	Voluntarily identifies future needs, potential problems, or potential opportunities that will occur two or more years in the future that are not obvious to others, and acts in advance to address these (for example, students’ needs at much later grade levels; future teaching team needs.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				

Turnaround Teacher Competencies: Influencing for Results Cluster

This cluster of competencies is concerned with motivating others—students, other school staff, and parents—and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone, but instead must influence the work of others. They must use a variety of influencing tactics—inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to schoolwide success—as the situation requires.

The relationships they form are for the purpose of influencing others to enhance student learning, not just for the purpose of personal bonding.

Why it matters

Teachers in a turnaround school must induce behaviors from students (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 *Directiveness*), but instead must identify and tap the needs, wants and underlying motives of students and others

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

- **Impact and Influence**
- **Interpersonal Understanding**
- **Teamwork**

Impact and Influence				
Acting with the purpose of affecting the perceptions, thinking, and actions of others.				
Related interview question: Think about a time when you influenced another person or people in a way that was satisfying to you. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Uses Personal-Gain Tactics, Or Does Not Act	Uses negative behaviors for personal gain, Or does not act to influence others.
Neutral Zone		1	Acts Without Adaptation to Audience	Prepares and presents information to make one or more arguments or points in a discussion, But <u>does not tailor</u> argument to make it appealing or influential to the specific audience.
Potential Hire Zone	Threshold	2	Takes Single Calculated Action to Influence	Thinks ahead about likely reactions and <u>adapts or tailors communication</u> to appeal to level and interest of audience, But takes only <u>one step or action</u> to obtain desired impact in each situation; common actions include adapting words or appearance.
	Superior	3	Takes Two Calculated Actions to Influence	Thinks ahead about likely reactions and <u>adapts or tailors communication</u> to appeal to level and interest of audience, And takes <u>two steps or actions</u> to obtain desired impact in each situation; common actions include adapting words or appearance and taking a dramatic step to influence others.
		4	Takes Multiple Calculated Actions to Influence	Thinks ahead about likely reactions and <u>adapts or tailors communication</u> to appeal to level and interest of audience, And takes <u>three or more steps or actions</u> to obtain desired impact in each situation. Actions at this level may begin to be more varied, including: <ul style="list-style-type: none">Adapting words and appearance to influence othersTaking dramatic steps to influence othersUsing third parties and “experts” to influenceGetting support behind the scenes in advanceChoosing what to share and not (and when)Changing one’s own role or others’ roles / positions
		5	Uses Complex Influence	Uses level 4 actions with the intention of creating domino effects—engaging in multiple actions to <u>influence chains of people</u> (influencing one person or group for the purpose of influencing another) to obtain wanted behaviors from many parties.

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: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.

Interpersonal Understanding				
Understanding and interpreting others’ concerns, motives, feelings and behaviors.				
Related interview question: Think about a time when someone else’s feelings or emotions affected their work and you dealt with the situation to your satisfaction. Tell me the story. (Notes: Interviewer must probe especially well for what the interviewee was thinking and feeling at the time.)				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Lacks Understanding	Does not understand or misinterprets other peoples’ feelings or actions, Or dismisses value of others’ feelings and concerns, Or views other people through the lens of racial, cultural, or gender stereotypes.
Neutral Zone		1	Identifies Feelings	Recognizes peoples’ current feelings or their actions, but not able to understand how their actions and feelings are related to each other.
Potential Hire Zone	Threshold	2	Aware of Connection Between Feelings and Actions	Understands when others explicitly express how feelings are related to their actions, Or identifies peoples’ current feelings by observing clear actions and behaviors.
		3	Aware of Underlying Meaning	Understands unspoken or hidden thoughts and feelings and why people are acting in certain ways, even when they are giving mixed messages.
	Superior	4	Understands Patterns of Behavior	Understands the reasons, both immediate and long-term or indirect, behind peoples’ ongoing behaviors, attitudes, and feelings.
		5	Classifies Patterns of Behavior	Objectively and accurately describes a “profile” of a person’s specific strengths and weaknesses and the underlying causes.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				

Teamwork				
The ability and actions needed to work with others to achieve shared goals.				
Related interview question: Think about a time when you participated in a group or team of people to accomplish work that was satisfying to you. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Harms Team	Damages team morale and functioning by acting in an unhelpful and disruptive way.
Neutral Zone		1	Participates Willingly	Shares relevant information with other team members, participates willingly in team activities, and follows through with work assigned by team.
Potential Hire Zone	Threshold	2	Expresses Support for Team	Expresses belief that team will be successful, and speaks respectfully about other team members.
		3	Solicits Information from Team Members	Values, solicits, and uses information from other team members to make plans and solve problems.
	Superior	4	Empowers Team	Gives credit publicly to team members who have performed well.
		5	Resolves Team Conflicts	Openly recognizes and acknowledges conflicts on the team and works actively and successfully to resolve these conflicts, And protects team reputation when speaking to others.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				

Turnaround Teacher Competencies: Problem-Solving Cluster

This cluster of competencies is concerned with teachers' thinking to plan, organize and deliver instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; aligning annual and interim goals, assessments and lessons; and clarifying the connection between school learning goals and classroom activity.

Why it matters

Teachers in a turnaround classroom use these competencies to identify instructional priorities, understand which tactics are working, identify and consider alternative approaches, and clarify steps to make instructional changes for individuals and groups of students. The thinking competencies also are needed for higher levels of Driving for Results competencies and Influencing for Results competencies.

Problem-Solving Cluster—These enable solving and simplifying complex problems.

- **Analytical Thinking**
- **Conceptual Thinking**

Analytical Thinking				
The ability to break things down in a logical way and to recognize cause and effect.				
Related interview question: Think about a time when you had to solve a problem or figure something out that involved a lot of information, data, or steps. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Does Not Analyze or Plan	Responds to tasks as they arise; does not break work into steps or create lists, Or only follows steps created by someone else.
Neutral Zone		1	Creates Lists	Creates simple lists of tasks or items, without prioritizing importance or timelines.
Potential Hire Zone	Threshold	2	Makes Limited Connections	Breaks a problem or task down into a few parts; Or understands that A causes B; Or prioritizes a relatively simple list of tasks.
		3	Makes Multiple Connections	Organizes a complex activity into steps in a logical way (based on time, importance, resources needed, or other factors), Or understands several possible causes of events or results of events, Or anticipates multiple next steps and likely barriers.
	Superior	4	Does Complicated Planning and Analysis	Breaks apart a complex problem or process into categories and subcategories to identify multiple sets of steps or parts, Or analyzes a difficult problem from several perspectives before arriving at a detailed solution.
		5	Does Highly Complex Planning and Analysis	Does Level 4 analysis—uses several approaches to analyze a problem, comes up with multiple solutions—and weighs value of each.
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: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.				

Conceptual Thinking				
The ability to see patterns and links among seemingly unrelated things.				
Related interview question: Think about a time when you were confronted with a lot of information and had to figure out what was most important. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Thinks Concretely or Uses Others' Concrete Rules	Expresses thinking very literally, Or does not apply past experiences to very similar situations.
Neutral Zone		1	Applies Basic Rules of Thumb	Uses only common sense or very similar personal experiences to draw conclusions and make decisions about how to approach a new situation or problem.
Potential Hire Zone	Threshold	2	Sees Patterns	Notices patterns, similarities, differences, or gaps in information, Or identifies when a current situation is similar to a past situation.
	Superior	3	Applies Existing Concepts	Applies past knowledge of similarities, differences, gaps, and trends to analyze new situations, Or uses a known method of categorizing complex data (such as assessment instruments, scoring rubrics), to identify what is most important or how things are related.
		4	Simplifies Complex Ideas	Can see a pattern within complex information, Or crystallizes the meaning and importance of a lot of complex data into a simple and understandable explanation (but not a new, complete model for others to use), Or sees the most important issue in a complicated situation.
		5	Creates New Concepts	Creates a new and useful explanation for a complex problem, Or organizes information in an original way that is not borrowed from other sources or obvious to others.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				

Turnaround Teacher Competencies: Personal Effectiveness Cluster

This cluster of competencies is concerned with the turnaround teacher's self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control over behavior when faced with stressful, uncomfortable and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

Why it matters

Without strength in this cluster, a turnaround teacher is likely to experience extreme stress and act less effectively than desired in response to the enormous emotional challenges in this role

Personal Effectiveness Cluster— This cluster of competencies is concerned with the teacher's self-management of emotions and personal beliefs that affect student learning.

- **Belief in Learning Potential**
- **Self-Control**
- **Self-Confidence**
- **Flexibility**

Belief in Learning Potential				
A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.				
Related interview question: Tell me about a time when you helped another person, someone whom others were not sure could improve, become more successful.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Has Negative Expectations	Expresses negative expectations based on race, gender, culture, or past achievement about who can and cannot learn and achieve, Or expresses resentment toward students and/or their families.
Neutral Zone		1	Goes Through the Motions	Follows teaching routines without making attempts to raise the learning level of some students, especially those who have not succeeded in the past.
Potential Hire Zone	Threshold	2	States Belief in Others' Abilities	Makes positive comments about all students' ability to learn more, even those who have been previously unsuccessful.
		3	Offers Significant Support	Supports all students by offering them detailed instructions and practical support for tackling challenging tasks.
	Superior	4	Provides Developmental Feedback	Gives specific feedback, both positive and negative, making sure that it is always phrased in behavioral not personal terms, Or reassures students after a setback, providing negative feedback but expressing positive expectations for future performance.
		5	Scaffolds Learning	Scaffolds learning experiences so that all students can experience success in tackling increasingly difficult tasks, Or designs unusual learning assignments to foster individual students' development, Or builds all students' confidence and skills by giving them increasing latitude to design their own learning experiences, including the opportunity to learn from their own mistakes in a noncritical setting.
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: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.				

Self-Control				
Acting to keep one’s emotions under control, especially when provoked.				
Related interview question: Think about a time when you felt a strong, negative emotional reaction, but you were able to address the situation to your satisfaction. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Reacts Inappropriately	Loses emotional control easily, Or expresses extreme anger or hostility in common, frustrating situations.
Neutral Zone		1	Avoids Stressful Situations	Avoids stressful or difficult situations or people.
Potential Hire Zone	Threshold	2	Holds Emotions in Check	Controls strong emotional reaction (such as anger, frustration) when provoked or when faced with hostility but does not take constructive action. May walk away or otherwise remove self from situation.
		3	Acts Calm Under Pressure	Talks or acts in a calm way even when feeling negative emotions (such as anger, frustration, stress) after being provoked or when faced with hostility.
	Superior	4	Proactively Monitors and Addresses Stress	Takes steps to manage stress in an ongoing way (such as taking., takes time for relaxing activities, exercising regularly) in order to respond more constructively to difficult situations and to avoid burnout, And controls strong emotions effectively.
		5	Defuses Situation	Able to identify and respond effectively to the source of serious conflict, Or able to defuse a highly stressful situation by managing one’s own emotions and calming down the other people involved.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				

Self-Confidence				
A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.				
Related interview question: Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Feels or Acts Powerless	Publicly expresses lack of confidence in self, Or defers to others inappropriately, Or avoids challenges because of fear of failure.
Neutral Zone		1	Conducts Tasks Without Hesitation	Does work independently as needed.
Potential Hire Zone	Threshold	2	Acts Decisively and Forcefully	Makes decisions despite disagreements with peers or subordinates, Or acts outside explicitly granted authority (without breaking rules).
		3	States Confidence in Self, Defends Self	Openly states confidence in own expertise, thinking, or positive qualities compared with others, or importance, Or stands up for self and own positions in conflicts, Or follows statements with actions for the purpose of justifying confident claims.
	Superior	4	Seeks Challenges	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).
		5	Seeks Extreme Challenges	Confronts others in power bluntly when needed, Or seeks extremely challenging situations.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				

Flexibility				
The ability to adapt one’s approach to the requirements of a situation and to change tactics.				
Related interview question: Think about a time when a situation changed at work and you were able to deal with it to your satisfaction. Tell me the story.				
Zone		Level	General Description	Specific Behaviors
Red-Flag Zone		0	Unwilling to Change	Not willing, even when confronted with contrary evidence, to change one’s position or opinion, Or does not recognize the validity of other people’s views.
Neutral Zone		1	Can Be Objective	Understands other people’s perspectives on an issue.
Potential Hire Zone	Threshold	2	Willing to Change	Willing to change position or ideas when others present new information or evidence.
		3	Applies Rules Flexibly	Proactively judges when bending rules or procedures will get an important goal accomplished better or more easily.
	Superior	4	Tailors Actions	Repeatedly reaches important work goals by tailoring responses from scratch to the needs of particular situations (not just working from pre-existing procedures or protocols).
		5	Adapts Organization to Situation	Makes long- or short-term adjustments or changes to the organization, not just own actions, in response to the needs of a specific situation.
<p>Red-Flag Zone: Red-flag behaviors indicate a severe mismatch for this role.</p> <p>Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.</p> <p>Potential Hire Zone: These behaviors enable some level of success in this role: Threshold behaviors are needed for moderate success, while Superior performers use these behaviors when the situation requires.</p>				