SCHOOL TURNAROUND LEADER COMPETENCIES

Competencies are consistent patterns of thinking, feeling, acting, and speaking that help predict how employees will do their job; below are competencies needed for school turnaround leader success. These competencies were derived from analyses of cross-sector research on successful turnaround leader actions and competencies.

Driving for Results cluster—These enable a relentless focus on student learning results.

* Achievement (ACH): The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
* Initiative and Persistence (I&P): The drive and actions to do more than is expected or required in order to accomplish a challenging task.
* Monitoring and Directiveness (M&D): The ability to set clear expectations and to hold others accountable for performance.
* Planning Ahead (PLA): 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 (I&I): Acting with the purpose of affecting the perceptions, thinking and actions of others.
* Team Leadership (TL): Assuming authoritative leadership of a group for the benefit of the organization.
* Developing Others (DO): 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 (AT): The ability to break things down in a logical way and to recognize cause and effect.
* Conceptual Thinking (CT): The ability to see patterns and links among seemingly unrelated things.

Showing Confidence to Lead—This enables focus and commitment in the midst of highly challenging situations.

* Self-Confidence (SCF): A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.

For more about staffing models that create teams of teacher-leaders to support school turnaround principals, see OpportunityCulture.org.

All competencies derived from Competence at Work, Spencer and Spencer (1993).