

SELF-ASSESSMENT: SCHOOL TURNAROUND LEADER COMPETENCIES

Rate your current level for the competency cluster overall and then each individual competency.

	I have not yet developed these competencies.	I am working on developing these competencies.	I use these competencies some of the time when needed for success.	I use these competencies most of the time when needed for success.	I consistently use these competencies when needed for success.
Driving for Results Cluster These enable a relentless focus on student learning results.					
Achievement The drive and actions to set challenging goals and reach a high standard of performance despite barriers.					
Examples:					
Initiative and Persistence The drive and actions to do more than is expected or required in order to accomplish a challenging task.					
Examples:					
Monitoring and Directiveness The ability to set clear expectations and to hold others accountable for performance.					
Examples:					
Planning Ahead A bias towards planning in order to derive future benefits or to avoid problems.					
Examples:					
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.					
Examples:					

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Team Leadership Assuming authoritative leadership of a group for the benefit of the organization.					
Examples:					
Developing Others Influence with the specific intent to increase the short and long-term effectiveness of another person.					
Examples:					
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.					
Examples:					
Conceptual Thinking The ability to see patterns and links among seemingly unrelated things.					
Examples:					
Showing Confidence to Lead This enables focus and commitment in the midst of highly challenging situations.					
Self-Confidence A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.					
Examples:					

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

Source: Public Impact. (2008). *School Turnaround Leaders: Competencies for Success*. The Chicago Public Education Fund.
http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Leader_Competencies.pdf
All competencies derived from *Competence at Work*, Spencer and Spencer (1993).