

# 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: | | | | |
| ***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**](http://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).