Handout 1: Evidence-Based Leadership Competencies and Turnaround Leadership Practices

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| Competency | Domain 1 Turnaround Leadership | Domain 2 Talent Development | Domain 3 Instructional Transformation | Domain 4 Culture Shift |
| Focuses on Sustainable Results | 1A: Sets the strategic direction for turnaround, including priorities for staff. | 2A: Offers job-embedded, responsive professional learning to build capacity for school improvement. | 3C: M&I program emphasizes tracking student progress and helping students with academic support. | 4A: Establishes systems, structures, and policies for sustaining focused collaborative work. |
| Engages the Team | 1A: Develops leadership team; increases opportunities for distributed leadership (mentoring and induction). | 2B: Creates a cadre of instructional leaders, coaches, and mentors; shares M&I leadership with this team. | 3B: Works with school instructional team to update and support teachers’ content knowledge and evidence-based instruction. | 4B: Gathers design team input through various means (surveys, meetings). |
| Impact and Influence | 1A: Communicates urgency and identified priorities. | 2B: Provides opportunities for teachers to learn side-by-side and share growth. | 3B: Leadership sets high academic standards and ensures access to rigorous, standards-based curricula. | 4A: Recognizes incremental improvement and celebrates team accomplishments. |
| Holding People Accountable for School Performance | 1B: Monitors progress toward short- and long-term goals; adjusts plans as necessary. | 2C: Defines roles and expectations for M&I leaders/teachers. | 3A: Teachers are held accountable for data-driven instruction and school instructional priorities. |  |
| Commitment to Student Learning | 1A: Articulates a commitment to school turnaround; solidifies commitment from staff. | 2C: Identifies student-centered outcomes associated with M&I program. | 3A: M&I program design emphasizes structure for examining student data, re-teaching, and instructional design. | 4A: Maintains focus of programs on ultimate results at the student, teacher, and school levels. |
| Conceptual Thinking |  | 2A: Collaborates with the district to develop a school-specific M&I program. |  |  |
| Analytical Thinking | 1C: Analyzes data to identify 3–5 priorities for school improvement. | 2C: Develops clear means for monitoring progress toward goals of M&I program. | 3B: M&I program design includes curriculum analysis, aligning lessons to standards. | 4B: Leads the effort to develop data-gathering systems to measure impact of M&I program. |