

LEAD CONNECTICUT TURNAROUND SCHOOL LEADER COMPETENCY FRAMEWORK

Key areas in which a turnaround school leader drives dramatic student achievement gains in alignment with the district's framework:	Alignment to Common Core of Leading: Connecticut School Leadership Standards	
1. Academics - Learning and Teaching		
1.1 Implements a few high-quality instructional practices and assessments that meet student needs and improve learning and align to Common Core standards	2.B.1	Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.
	2.B.2	Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
	2.B.3	Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.
1.2 Regularly completes classroom walkthroughs to collect specific data about quality and consistency of instruction across classrooms	2.B.3	Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.
1.3 Leads and monitors continuous data cycles with multiple measures to improve instructional quality, implement interventions, lead effective re-teaching and provide additional supports for students	2.C.1	Uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.
	2.B.4	Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
2. Human Capital		
2.1 Recruits, hires, supports and retains effective staff who have demonstrated success in and commitment to improving student performance	3.C.3	Implements practices to recruit, support, and retain highly qualified staff.
2.2 Facilitates faculty growth through frequent observations ¹ , actionable feedback, coaching, purposeful teacher collaboration, and aligned professional development	2.A.6	Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.
	2.A.5	Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
2.3 Sets clear expectations for performance and monitors performance of all faculty	3.C.4	Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.
3. Operations and Strategic Planning		
3.1 Sets ambitious, data-drive goals and a vision for achievement and invests stakeholders in their achievement	1.A.1	Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.
3.2 Diagnoses the current state of the school to develop short-term targets and improvement plans and adjusts strategies based on progress	3.B.1	Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
3.3 Implements sustainable structures and systems that build and support informed decision making to improve student outcomes	3.B.1	Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
4. School Culture		
4.1 Builds and maintains a focus on and commitment to ambitious student achievement goals for every student	1.B1	Develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.
4.2 Builds a culture of high achievement, aspiration, and possibility for every student and staff that dismantles inequitable and exclusionary practices	1.B.2	Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
	2.A.1	Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.
4.3 Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school	3.A.2	Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.
	3.A.3	Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

¹ In turnaround schools we recommend that leaders spend some portion of every day observing classroom practice.

Personal Leadership		
Belief. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement	1.B.2	Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.
	5.B.5	Advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain a consistent focus on high levels of achievement	1.C.3	Identifies and addresses barriers to achieving the vision, mission and goals
Relationship Building. Builds trusting and positive relationships with adults, students, families and communities to improve student learning	4.B.1	Demonstrates the ability to understand, communicate with, and interact effectively with people.
	4.A.3	Uses a variety of strategies to engage in open communication with staff, families and community members.
Equitable Practice. Explores how identity and life experience have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact on students, families and staff.	5.A.3	Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.
	5.B.2	Models respect for diversity and equitable practices for all stakeholders.
Resiliency. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity	5.B.4	Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.