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SCHOOL TURNAROUND TEACHERS: *Selection Toolkit*

Part of the School Turnaround Collection from Public Impact

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About the Authors

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Companion Guides Available Spring 2008:*

- School Turnaround Teachers: Competencies for Success*
- School Turnaround Leaders: Selection Toolkit*
- School Turnaround Leaders: Competencies for Success*

*Check for these and new, related guides and tools at PublicImpact.com.

Toolkit Sections:

Selection Preparation Guide

Day-of-Interview Tools

Candidate Rating Tools

Candidate Comparison and Decision Tools

Appendix A: Complete Competency Rating Levels

Appendix B: Critical Competency Rating Levels

Printing Instructions

This toolkit includes six separate sections, listed above, each of which is designed to be used at different stages of the selection process. For your convenience, each section has its own cover and Table of Contents so that you may print, copy and use the sections separately as needed. You also will need to make additional copies of some tools, and this is indicated where we think you will find copies most helpful (in the interview and candidate rating steps). Every member of the interview team should have one complete copy of this toolkit, as well.

School Turnaround Teachers

Selection Preparation Guide

By Public Impact
For The Chicago Public Education Fund
May 2008

Selection Preparation Guide

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Introduction

The turnaround teacher competencies included here are the best currently known, measurable distinguishers between very high performers and more typical or lower-performing teachers in a turnaround setting. The competency list we provide does not include all capabilities needed to perform. Instead the list here focuses on competencies that would distinguish between very successful teachers and the rest in a turnaround situation.

The competencies were derived primarily from a combination of research on successful teachers in high-poverty schools in the U.S., detailed competency studies of successful teachers in the U.K., and cross-sector research on successful organization turnarounds.¹ Some level of many of these competencies would be needed to perform well teaching in any school. But in a turnaround situation, where failure has become an entrenched way of life for students and staff, teachers need stronger and more consistent habits in these critical areas to transform wide-scale failure to learning success.

For more information about turnaround leader and teacher competencies, please see the *Leaders for School Turnarounds: Competencies for Success* and *Teachers for School Turnarounds: Competencies for Success* (available at PublicImpact.com). These documents provide background information about effective bad-to-great turnarounds, turnaround teacher and leader competency definitions with school examples, and a bibliography of helpful sources.

Background on the BEI Interview Process

Competencies, or habitual patterns of behaving and thinking, are key predictors of how someone will perform at work. Two teachers may have the same content knowledge, but achieve very different student learning outcomes. Why is this? Research suggests that competencies make the difference. Acting with initiative and persistence is an example of a competency, as are planning ahead, flexibility and self-confidence. People who have previously exhibited high levels of the

¹ The competencies provided here are derived from the following, which are recommended as companion guides: *The School Recruitment Handbook, A Guide to Attracting, Selecting and Keeping Outstanding Teachers*, Hobby, Crabtree and Ibbetson (2004); *Star Teachers of Children in Poverty*, Haberman (1995); *Competence at Work*, Spencer and Spencer (1993).

competencies that determine teacher success in a turnaround are more likely to succeed as future turnaround teachers.

Unfortunately, research indicates that traditional interview techniques rarely uncover competencies that predict future performance differences. Too often, job candidates speak in generalities about what they think they should or would do, not about what they actually do at work. Fortunately, it is possible to learn what people actually do through a specialized interview technique – the Behavior Event Interview (BEI). In a BEI, candidates are asked to describe their detailed actions and thinking in past work events. And knowing what candidates have done to achieve success at work is a strong predictor of how they will seek success at work in the future.

As part of your hiring process you may want to screen teacher candidates for knowledge or skills that are not addressed directly in the competencies (e.g., subject knowledge and mastery of specific instructional practices that your school uses). In this case, the BEI can be used as **one part** of a longer interview. In addition to the interview, you may choose additional candidate screening techniques. Assessing writing samples, observing teachers in their classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates.

Overview of the BEI Interview Process²

In a BEI, the interviewer’s goal is to understand in detail how candidates perform various aspects of their work. To do this, the interviewer(s) asks candidates to recall past events when they have felt successful or have dealt with specific situations at work. (e.g., a time when he or she influenced another person, participated in a group activity). The expectation is that the candidate will spend 15 minutes or more describing the incident.

- The interviewer asks first for a brief (e.g., 1 minute) summary of what led up to each situation and the critical milestones or “headlines” in the story that the person is about to tell, such as key conversations or meetings, key actions, turning points and how the situation ended.
- Then the interviewers ask the candidate to walk through the story step by step, recounting exactly what the candidates did, said, thought and felt at the time and how others who were involved responded.
- The interviewer *must* interrupt the candidate to probe for detail needed to understand exactly what the person was doing and thinking at the time.
- Only responses about what the person was doing, saying, feeling or thinking at that past time are valid. Current thoughts about the event and hypotheses about what the person would do next time are not as accurate at predicting what a person would do on the job.
- Following these rules of thumb and using the rest of the instructions provided here will help you make the most valid comparison among candidates using BEIs.

Step 1: Before the interview

- All members of the Interview Team should read this document, the [Selection Preparation Guide](#). This guide provides detailed, concise information about how to

² Source: see *Competence at Work*, Spencer and Spencer (1993) for a detailed description of BEI techniques.

conduct a BEI interview including how to introduce the BEI to the interviewee, how to select and ask initial questions, and what types of follow-up questions are effective.

- Determine which interview questions you want to ask from the [Choosing Questions to Ask in Interviews](#) section of this guide.
- Decide who will ask questions and follow-up probes and who will take detailed notes during the interview. Ideally, two people should interview each candidate.

Step 2: During the interview

- Use the [Script for Introducing BEI Questions](#) provided in this guide (p. 8).
- Establish an informal, friendly tone and explain the interview objectives and format (different from most interviews, asks candidates to replay key events in great detail so you can understand exactly how they do their work).
- Explain that interviewer may interrupt to probe for more detail (e.g., Sorry in advance for interrupting).
- Reward candidates when they provide appropriate level of detail (e.g., Thanks, that is just the level of detail I am looking for ...).
- Interrupt candidates to probe for *step by step details* of what they did, said, and thought at the time (e.g., Let's go back. What did you say to him?).
- Examples of effective probes:
 - What did you say?
 - What did you do next?
 - Take me through that incident, step by step.
 - What was going through your mind at that point?
- Don't waste candidate time by allowing answers that you can't score – interrupting and probing ensures that each candidate has the best possible chance to score highly.
- Avoid asking “why” a person did or said something in the past, since this leads most people to speculate rather than recount past thoughts. Instead, ask “What were you thinking at the time?” to find out what was in the person's mind at the time.
- Take notes on what the candidate says – *scorable* interview responses must be:
 - in first person,
 - descriptive of real rather than hypothetical events or thoughts,
 - set in the past, and
 - precise (not: I usually..., Typically I...etc.).

Step 3: After the interview

- Read your interview notes and highlight scorable interview responses.
- Use the [Candidate Rating Tools](#) to determine if a particular candidate has the turnaround competencies at a level high enough to be successful in this demanding environment. On these tools, note the highest level – Red Flag, Neutral, Threshold or Superior – of each target competency that the candidate demonstrated.
- Make a note of any other “red flag” responses, or concerns you have from the interview about other competencies.
- Use the [Candidate Comparison and Decision Tools](#) to make hiring decisions.
- **Induction:** Immediately following the interview process is an ideal time to begin the larger induction process because the candidate's strengths and weaknesses are fresh in everyone's mind. Consider spending a few minutes as an interview team taking initial

notes on the types of support and guidance each candidate will need to be successful in his or her new position. Are there particular supports, guidance and/or resources that would help the candidate prepare to hit the ground running? Take note of these immediately.

Script for Introducing BEI Questions

Because the BEI is an unusual interview technique, it is important to give candidates good initial instructions about how you would like them to respond during this part of the interview. The following is a script that outlines what the interviewer might say at the beginning of the interview. You will want to adapt this to your own context and use words that you feel comfortable with, but this gives you a starting point.

Lead interviewer says, *“We want to understand in detail how you do your work, especially when you have felt successful or challenged. So, we are going to ask a different type of interview question from the usual. We are going to ask you to describe past events in great detail – almost as if you have a video camera on your shoulder and are showing us exactly what happened. At different points, I or my teammates here will interrupt you to ask for more detail. Sorry in advance for that!”*

[Ask the question.]

Take a minute to think of a story you have to tell that matches the question. We want you to give us a “headline version” first. Take a minute to think, and then give me the headlines of key events, or most critical parts of your story...the beginning, middle and end. Next we’ll go back and get you to walk us through it step by step.

[Take notes on the highlights of their story, perhaps drawing little boxes or a list of the key milestones at the top of your notes page (see the [Interview Notes](#) in [Day-of-Interview Tools](#).)]

[Once the candidate has given you the headlines:] *OK, great. Now, take me back to the beginning. Walk me through step by step what you did, said and thought at the time. And how others responded.”]*

Choosing Questions to Ask in Interviews

Instructions. Prior to the interview, interview team members will need to determine which competencies they particularly want to address and how long they plan to spend on the BEI portion of the interview. Some committees may decide to focus entirely on BEI questions, other teams may have additional questions they would like to ask.

Steps:

1. Decide when you are going to use BEI questions in your interview process. Many interview teams find it more effective to ask other questions before launching into the BEI portion of the interview.

2. Decide which BEI questions your interviewer(s) will ask.
3. Mark or record your selected questions in advance of interviews on the [Interview Notes](#) in [Day-of-Interview Tools](#).

We suggest one of three routes for choosing interview questions:

- **Quickest Version:** Ask Question #1 only from the [Recommended Questions for Critical Competencies](#) (see below). Then, rate interviewee responses against the other competencies on this list *or* against your own list of high-priority competencies from the [Complete Question Menu](#) (see below). *Estimated Time: 15 - 30 minutes*
- **Quick Version:** Ask Question #1 plus two more. Select the two additional questions from the [Recommended Questions for Critical Competencies](#) *or* from the [Complete Question Menu](#). *Estimated Time: 1 hour for three questions.*
- **Long Version:** Ask all five [Recommended Questions for Critical Competencies](#) or select your own 5 questions from the [Complete Question Menu](#). We suggest always asking Question #1 (Achievement), as it often elicits information both about people's standards for "success" and other competencies they use when they are most successful. *Estimated Time: 1½ - 2 hours for five questions.*

Other considerations:

- **Time required:** Response time per question can vary from 15 minutes to an hour. Highly competent people often have longer, richer stories to tell. Most people can provide responses with enough detail in 15 – 30 minutes.
- **Choosing customized questions:** The recommended questions cover critical competencies to distinguish most teacher candidates for a turnaround. However, your team may decide that other competencies would better distinguish candidates from your recruiting pool. Some competencies are fundamental and require use of others: e.g., Achievement, Impact and Influence. Others distinguish staff likely to succeed in a challenging, high-change setting versus a typical school (e.g., Initiative and Persistence). Still others distinguish teachers likely to contribute more to peer effectiveness in a whole-school change versus successful "lone-wolf" teachers (e.g., Teamwork). Also consider what strengths are needed to balance your existing staff and leadership team.
- **Altering questions:** If you alter questions, avoid changing them to "leading" questions that indicate the desired responses. Leading questions (e.g., So you decided at that point to meet with parents because you thought this would ease the tension?) reduce distinctions in responses of more and less competent people, limiting their usefulness for selection decisions.

Recommended Questions for Critical Competencies

These five questions were selected to cover competencies that:

- are likely to be most predictive of success for turnaround leaders,
- require use of other critical leader competencies (and so will help you assess multiple competencies), and/or
- distinguish candidates who would perform well in a *turnaround* effort versus other school situations.

#	Cluster	Competency	Question*
1	Driving for Results	Achievement (ACH)	Think about a time when you <i>felt very successful or proud of something you accomplished</i> at work,* and tell me the story.
2	Influencing for Results	Impact and Influence (I&I)	Think about a time when you <i>influenced another person or people in a way that was satisfying</i> to you, and tell me the story.
3	Driving for Results	Initiative and Persistence (I&P)	Think about a time when you <i>accomplished something satisfying at work despite one or more obstacles</i> . Tell me the story.
4	Influencing for Results	Teamwork (TWK)	Think about a time when you <i>participated in a group or team of people to accomplish work that was satisfying</i> to you, and tell me the story.
5	Personal Effectiveness	Belief in Learning Potential (BLP)	Tell me about a time when you <i>helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level</i> . (Can be a student if interviewee is a teacher, a direct report, a more junior peer, etc.)

* If the candidate is a recent graduate, you may want to invite them to talk about non-work experiences in order to get the most relevant data.

Complete Question Menu

The complete question menu includes questions for the critical competencies as well as the other competencies that have shown up in numerous cross-sector leader competency studies.

#	Competency	Question
<i>Driving for Results Cluster</i>		
1	Achievement (ACH)	Think about a time when you felt very successful or proud of something you accomplished at work, and tell me the story.
2	Initiative and Persistence (I&P)	Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.
3	Monitoring and Directiveness (M&D)	Think about a time when you set a standard for someone else's work and held that person accountable for adhering to that standard, and tell me the story. (Can be a student, a direct report, a peer, etc.)
4	Planning Ahead (PLA)	Think about a time when you had to think ahead to accomplish something satisfying at work. Tell me the story. (Make sure to clarify time frame: when did the thinking ahead occur in relation to the anticipated events in the future? How far in advance?)
<i>Influencing for Results Cluster</i>		
5	Impact and Influence (I&I)	Think about a time when you influenced another person or people in a way that was satisfying to you, and tell me the story.
6	Interpersonal Understanding (IU)	Think about a time when someone else's feelings or emotions affected their work and you dealt with the situation to your satisfaction. Tell me the story. (Notes: 1. Here you must probe especially well for what the interviewee was thinking and feeling at the time. 2. The "someone else" may be a student, peer, or any other person)
7	Teamwork (TMW)	Think about a time when you participated on a group or team of people to accomplish work that was satisfying to you, and tell me the story.
<i>Problem Solving Cluster</i>		
8	Analytical Thinking (AT)	Think about a time when you had to solve a problem or figure something out that involved a lot of information, data or steps. Tell me the story.
9	Conceptual Thinking (CT)	Think about a time when you were confronted with a lot of information and had to figure out what was most important. Tell me the story.
<i>Personal Effectiveness Cluster</i>		
10	Belief in Learning Potential (BLP)	Tell me about a time when you helped another person, someone whom others were not sure could improve, become more successful. Tell me the story. (Can be a student if interviewee is a teacher, a direct report, a peer, etc.)
11	Self-Control (SCT)	Think about a time when you felt a strong, negative emotional reaction to a situation, but you were able to address the situation to your satisfaction. Tell me the story. (Example emotions: anger, frustration, embarrassment, etc.)
12	Self-Confidence (SCF)	Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.
13	Flexibility (FL)	Think about a time when a situation changed at work and you were able to deal with it to your satisfaction. Tell me the story.

School Turnaround Teachers

Day-of-Interview Tools

By Public Impact
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May 2008

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Instructions for Interview Team

The following tools are designed for use during the teacher candidate interview. These tools are designed to be used in tandem with the [Selection Preparation Guide](#), which provides an overview of the selection process. They include questions as well as structured note-taking pages to use during the interview.

Prior to the interview

- All members of the Interview Team should read the [Selection Preparation Guide](#). This guide provides detailed, concise information about how to conduct a BEI interview including how to introduce the BEI to the interviewee, how to select and ask initial questions, and what types of follow-up questions are effective.
- In addition, all members of the interview team should familiarize themselves with the teacher competencies that are needed for success in a turnaround school.³ Detailed descriptions of these competencies as well as the rating levels within each competency can be found in *Teachers for School Turnarounds: Competencies for Success* (available at PublicImpact.com).
- Decide which questions you are going to ask and check or circle those on the following pages. For more help, see the [Choosing Questions to Ask in Interviews](#) section of the [Selection Preparation Guide](#).
- Each member of the interview team should have a copy of [Day-of-Interview Tools](#).
- Make additional copies of the [Interview Notes](#) pages (see attached). At the top of the page, indicate the questions for which you are taking notes. **Every member of the interview team should have one copy of the two-page Interview Notes pages for each question that the team plans to ask.**
- Decide who will ask questions and follow-up probes and who will take detailed notes during the interview. Ideally, at least two people should interview each candidate.

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During the interview

- Each team member should have the [Interview Notes](#) pages in front of them. There should be one copy for **each** BEI question you plan to ask.
- The space for “Notes” includes a section to write down a brief overview of the incident the candidate chooses to describe as well as additional space to write detailed notes about what the candidate says. These notes will later be used to determine if the candidate has the competencies at high enough levels to be successful, so detailed notes are important.
- For the detailed notes, write down anything you hear about:
 - what the candidate actually said, did or was thinking or feeling at the time of the incident, and
 - responses they got from other people at the time.
- Tips for the *questioner* - Examples of effective probes:
 - What did you say?
 - What did you do next?
 - Take me through that incident, step by step.
 - What was going through your mind at that point?
- Tips for the *note taker* -Scorable interview responses must be:
 - First person (“I did this,” *not* “We did this”)
 - Real rather than hypothetical actions and feelings (“I said...” *not* “I would say...”)
 - Volunteered by candidate, not suggested by interviewer (“What was your role?” . . . “I led the meeting,” *not* “Did you lead the meeting?” . . . “Yes”)
 - About the past rather than present feelings or behavior (I felt hopeful...)
 - Precise, not general (not: I usually..., Typically I ..., etc.)

After the interview

- Use the [Candidate Rating Tools](#) to determine whether candidates have the competencies at high enough levels to be successful.
- Use the [Candidate Comparison and Decision Tools](#) to compare and rank candidates for selection.

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Because the BEI is an unusual interview technique, it is important to give candidates good initial instructions about how you would like them to respond during this part of the interview. The following is a script that outlines what the interviewer might say at the beginning of the interview. You will want to adapt this to your own context and use words that you feel comfortable with, but this gives you a starting point.

Lead interviewer says, *“We want to understand in detail how you do your work, especially when you have felt successful or challenged. So, we are going to ask a different type of interview question from the usual. We are going to ask you to describe past events in great detail – almost as if you have a video camera on your shoulder and are showing us exactly what happened. At different points, I or my teammates here will interrupt you to ask for more detail. Sorry in advance for that!”*

[Ask the question.]

Take a minute to think of a story you have to tell that matches the question. We want you to give us a “headline version” first. Take a minute to think, and then give me the headlines of key events, or most critical parts of your story...the beginning, middle and end. Next we’ll go back and get you to walk us through it step by step.

[Take notes on the highlights of their story, perhaps drawing little boxes or a list of the key milestones at the top of your notes page (see the [Interview Notes](#) in [Day-of-Interview Tools](#).)]

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Interview Notes

Candidate Name		Interviewer	Date
BEI Interview Questions			
Critical Competency Questions:			
<input type="checkbox"/>	Achievement: Think about a time when you <i>felt very successful or proud of something you accomplished</i> at work, and tell me the story.		
<input type="checkbox"/>	Impact and Influence: Think about a time when you <i>influenced another person or people in a way that was satisfying</i> to you, and tell me the story.		
<input type="checkbox"/>	Initiative and Persistence: Think about a time when you <i>accomplished something satisfying at work despite one or more obstacles</i> . Tell me the story.		
<input type="checkbox"/>	Teamwork: Think about a time when you <i>participated in a group or team of people to accomplish work that was satisfying</i> to you, and tell me the story.		
<input type="checkbox"/>	Belief in Learning Potential: Tell me about a time when you <i>helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level</i> .		
Additional Competency Questions:			
<input type="checkbox"/>	_____		
<input type="checkbox"/>	_____		
Notes			
Overview of Incident (3-6 Key Milestones, start-middle-end):			
Details about Incident (Continue on next page):			

Interview Notes

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Candidate Name	Interviewer	Date
Notes Details about Incident:		

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Candidate Rating Tools

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Instructions for Interview Team

The scoring sheet is designed to help you select teachers who will be successful in a turnaround school – a school that needs to move from very low performance to high performance quickly. By analyzing the candidate’s comments during the interview and comparing these comments to what is known about people who have high levels of particular competencies,⁴ you will be able to determine if a particular candidate has a competency at a level high enough to be successful in this demanding environment. Once you are familiar with the scoring process and the competency levels, scoring will go quickly, but plan to set aside at least thirty minutes to score each BEI question when you first begin using this technique.

In order to complete this scoring sheet, you will need:

- [Interview Notes](#) pages (completed by your team during interviews)
- [Complete Competency Rating Levels](#) (see Appendix A)

Quick List of Action Steps:

- Step 1: List competencies on scoring sheet
- Step 2: Highlight scorable data
- Step 3: Determine competencies
- Step 4: Assign competency zones and levels
- Step 5: Take notes

In Detail . . .

Step 1: List competencies on scoring sheet

List or mark the competencies that you are assessing in the “Competency List” column on the scoring sheet. Start with the competencies for which you have asked specific interview questions. You may decide to assess all of the critical competencies (see [Selection Preparation Guide](#) for more information about critical competencies), or you may decide to assess candidates for additional or different turnaround teacher competencies that you have chosen.

Step 2: Highlight scorable data

Read through interview notes and underline scorable data for competencies you have listed on the scoring sheet. Use the [Complete Competency Rating Levels](#) (Appendix A) [or the shorter

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[Critical Competency Rating Levels](#) (Appendix B)] to help you think about what kinds of data are relevant to the competencies you wish to score.

Scorable data is:

- First person (“I did this” not “We did this”)Real rather than hypothetical actions and feelings (“I said...” not “I would say...”)
- Volunteered by candidate, not suggested by interviewer
- About the past rather than present feelings or behavior (I felt hopeful...)
- Precise, not general (not: I usually..., Typically I ..., etc.)

Example:

Interviewer: What thoughts went through your mind at that point?

Candidate: I suddenly realized that I had been going about things in the wrong way. I had been criticizing the students, not building their confidence. I’d seen this before with students – lots of frustration – so I realized I needed to calm down and speak in a lower tone. So I said, “You all have done this really well before, with an easier problem. This is a harder problem, but the same rules apply.”

Step 3: Determine competencies

Compare your underlined statements with the competency definitions in the [Complete Competency Rating Levels](#) or the [Critical Competency Rating Levels](#) . Note in the margins of the interview notes the competencies that are demonstrated in the underlined statements.

Example: I’d seen this before with students – lots of frustration – Interpersonal Understanding (IU).

Step 4: Assign competency zones and levels

- Compare the underlined statements with the competency levels in the [Complete Competency Rating Levels](#) or the [Critical Competency Rating Levels](#).
- Determine whether the candidate’s comments suggest they have demonstrated the Red Flag, Neutral, Threshold or Superior zone for each of the competencies you are assessing. Circle the appropriate rating in the “Zone” column.
- You also may assign a numerical level to each of the competencies you are assessing. Circle the number of the highest level you see in the interview notes in the “Level” column. Members of the interview committee may want to collaborate during this process and discuss zone and level assignments.
- **Note:** Note “Red Flag” responses on any turnaround teacher competency, whether or not it is one you intended to assess.

Step 5: Take notes

- Take brief notes on interview details that will help you remember why you gave the candidate a particular rating.
- Also make a note of any other “Red Flag” responses, or concerns you have from the interview about a particular competency.
- Note if you do not have enough information to rate a competency of concern to you.

Individual Scoring Sheet – Critical Competencies

Candidate Name	Interviewer						Date			
Critical Competency List	Zone			Level			Notes			
Achievement (ACH)	RF	N	TH	SU	1	2	3	4	5	6
Impact and Influence (I&I)	RF	N	TH	SU	1	2	3	4	5	6
Initiative and Persistence (I&P)	RF	N	TH	SU	1	2	3	4	5	6
Teamwork (TWK)	RF	N	TH	SU	1	2	3	4	5	6
Belief in Learning Potential (BLP)	RF	N	TH	SU	1	2	3	4	5	6

RF = Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

N = Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

TH = Threshold Zone: Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

SU = Superior Zone: Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Individual Scoring Sheet – Additional Competencies

Candidate Name	Interviewer	Date									
Additional Competencies List	Zone		Level						Notes		
	RF	N	TH	SU	1	2	3	4		5	6
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	
	RF	N	TH	SU	1	2	3	4	5	6	

RF = Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.
N = Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.
TH = Threshold Zone: Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).
SU = Superior Zone: Superior performers use these behaviors when the situation requires (even without significant leadership and support).

School Turnaround Teachers

Candidate Comparison and Decision Tools

By Public Impact
For The Chicago Public Education Fund
May 2008

Candidate Comparison and Decision Tools

Guidelines for Choosing Among Candidates 2

Candidate Comparison Scoring Sheet 4

Guidelines for Choosing Among Candidates

Once you have conducted your interviews, the process of selecting candidates will depend on a number of variables, many of which are unique to your school. The following guidelines are offered for your consideration, with the understanding that each interview team will determine what works best given their circumstances.

Step 1: Determine What Competencies Have Been Assessed and Score

As an interview team, look over your notes and rating sheets and determine whether you have enough data to assess each of the competencies.⁵ In cases where you **do not** have enough data, note this on the [Candidate Comparison Scoring Sheet](#). In cases where you **do** have enough information, note each candidate’s zone (and level, if available) for each competency.

Step 2: Compare and Select Candidates

- The interview team should consider the candidates either for specific positions (e.g., math resource specialist) or general recruiting where several staff with more general qualifications are needed (e.g., K – 4 classroom teachers). Note the number of slots you need to fill for each type of position, and group candidate rating sheets accordingly so you may consider all candidates for each position simultaneously.
- Compare the strengths of the candidates, particularly in the critical competencies.
- Highlight top tier candidates for each position.
- Compare extreme weaknesses (Red Flags on any competency, Neutrals on critical competencies) that might keep a candidate from succeeding despite strengths.
- Few candidates will have all of the competencies and skills needed at the highest levels.
- Make a note of the top candidates for specific positions or for your general hiring pool. Select a second or third choice, if possible, for specific positions.

Other considerations:

- If someone appears to be in the Superior Zone on all or most high priority competencies with no obvious red flags, a rapid, personal recruiting effort is appropriate. Hire as many of these candidates as you can.
- If someone is a mix of Threshold and Superior Zones, consider the candidate for second tier recruiting.
- A red flag on any competency is a “no hire” even if the person has other great strengths.

⁵ The competencies provided here are derived from the following, which are recommended as companion guides: *The School Recruitment Handbook, A Guide to Attracting, Selecting and Keeping Outstanding Teachers*, Hobby, Crabtree and Ibbetson (2004); *Star Teachers of Children in Poverty*, Haberman (1995); *Competence at Work*, Spencer and Spencer (1993).

- If you have only candidates who score consistently in the Threshold Zone, give priority to those who score at higher levels within that.
- Consider the overall mix of turnaround teacher competencies across grades, if possible, so that every grade and subject has at least one strong “Achievement driver” to keep expectations high and one strong “Impact and Influence thinker” who can help other teachers think about how to influence students with differing barriers to learning.

Step 3: Plan for Induction

Immediately following the interview process is an ideal time to begin the larger induction process, because the candidate’s strengths and weaknesses are fresh in everyone’s mind. Consider spending a few minutes as an interview team taking initial notes on the types of support and guidance each candidate will need to be successful in his or her new position. Are there particular supports, guidance and/or resources that would help the candidate prepare to hit the ground running? Take note of these immediately.

Candidate Comparison Scoring Sheet

		Candidate 1		2		3		4		5	
Name											
Competencies	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level	
Driving for Results Cluster											
Achievement (ACH)											
Initiative and Persistence (I&P)											
Monitoring and Directiveness (M&D)											
Planning Ahead (PLA)											

Candidate Comparison Scoring Sheet

		Candidate		1		2		3		4		5	
Name													
Competencies	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone
Influencing for Results Cluster													
Impact and Influence (I&I)													
Interpersonal Understanding (IU)													
Teamwork (TMW)													
Problem Solving Cluster													
Analytical Thinking (AT)													
Conceptual Thinking (CT)													

Candidate Comparison Scoring Sheet Page 3 of 3

Candidate		1		2		3		4		5		
Name												
Competencies	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	Level	Zone	
	Personal Effectiveness Cluster											
Belief in Learning Potential (BLP)												
Self-Control (SCT)												
Self-Confidence (SCF)												
Flexibility (FL)												

Appendix A

School Turnaround

Teachers

Complete Competency

Rating Levels

By Public Impact
For The Chicago Public Education Fund
May 2008

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Complete Turnaround Teacher Competency List and Definitions

Driving for Results Cluster – These enable a relentless focus on learning results.

- ☑ **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- ☑ **Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- ☑ **Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- ☑ **Planning Ahead:** 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:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- ☑ **Interpersonal Understanding:** Understanding and interpreting others' concerns, motives, feelings and behaviors .
- ☑ **Teamwork:** The ability and actions needed to work with others to achieve shared goals.

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.
- ☑ **Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things.

Personal Effectiveness Cluster – These enable success in a highly challenging situation.

- ☑ **Belief in Learning Potential:** A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
- ☑ **Self-Control:** Acting to keep one's emotions under control, especially when provoked.
- ☑ **Self-Confidence:** A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.
- ☑ **Flexibility:** The ability to adapt one's approach to the requirements of a situation and to change tactics.

Turnaround Teacher Competencies: Four Clusters of Competence

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for teacher success in a turnaround. They were derived primarily from a combination of research on successful teachers in high-poverty schools in the U.S., detailed competency studies of successful teachers in the U.K., and cross-sector research on successful organization turnarounds. Some level of many of these competencies would be needed to perform well teaching in any school. But in a turnaround situation, where failure has become an entrenched way of life for students and staff, teachers need stronger and more consistent habits in these critical areas to transform wide-scale failure to learning success.

Validation and refinement of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful teachers in this context are possible. These competencies are arranged into four clusters of related capabilities.

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround teacher’s strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others – students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning results. Competencies in this cluster include:

- Interpersonal Understanding
- Impact and Influence
- Teamwork

Problem Solving Cluster – This cluster of competencies is concerned with teachers’ thinking to plan, organize and deliver instruction. Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

Personal Effectiveness Cluster – This cluster of competencies is concerned with the turnaround teacher’s self-management of emotions and personal beliefs that affect student learning.

Competencies in this cluster include:

- Belief in Learning Potential
- Self-Control
- Self-Confidence
- Flexibility

Driving for Results Cluster

This cluster of competencies is concerned with the turnaround teacher's strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Major actions include setting high goals for oneself and one's students; making persistent, well-planned efforts to achieve these goals despite barriers and resistance; holding others accountable for doing their part to achieve success; and putting in extra effort to ensure success when others fall short.

Why it matters

Without significant competence in this cluster, a teacher in a turnaround school is unlikely to achieve a sharp increase in student results since former practices have not worked and must be changed, and multiple, significant barriers must be tackled to ensure student learning.

Driving for Results Cluster – These enable a relentless focus on learning results.

- ☑ **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- ☑ **Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- ☑ **Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- ☑ **Planning Ahead:** A bias towards planning in order to derive future benefits or to avoid problems.

Achievement (ACH)

The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Low Concern for Work or Quality	Shows little concern for quality of work, Or preoccupied by non-work matters (sports, friends, hobbies, etc.).
	2	Wishes to Do Job Well	Expresses desire to do the job well but does not make measurable improvements or have a clear standard of excellence.
Potential Hire Zone	Threshold	3 TH	Moderate Concern for Work and Quality Works to do tasks and meet standards required by principal/management, Or makes voluntary improvements, but <ul style="list-style-type: none"> • With no specific goal in mind, or • Only to meet easy/modest goals.
		4	Strong Concern for Work Goals and Quality Improvement Sets challenging work goals (difficult but not unrealistic) for self and students (or other adults) and acts to meet them, Or sets challenging goals for self and students and monitors progress.
	Superior	5 S	Prioritizes Goals and Tasks Based on Impact Relative to Effort Carefully chooses challenging goals and actions towards goals (for self and students) based on cost-benefit analysis: time, money and other resources needed versus speed and magnitude of results.
		6	Pursuit of High-Risk Goals and Improvement Commits significant resources and time (without being sure of success) to reach a very challenging goal, And takes multiple actions to minimize risk and ensure success (e.g., conducts research, anticipates barriers, plans carefully ahead, engages others to help).

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Initiative and Persistence (I&P)

The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Avoids Required Work	Does not show up for work reliably or requires extra supervision to get work done.
Neutral Zone	2	Independent Effort	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.
Potential Hire Zone	Threshold	Extra Effort	Works extra hours to complete work even when not required, Or takes on voluntary work tasks, Or routinely tackles moderate obstacles as they arise in routine work.
	3 TH		Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.
	Superior	Extraordinary Effort	Acting without formal or explicit direction, commits significant personal time and bends organization norms or rules to accomplish a work objective (emphasis on improving student outcomes, not on defiant rule breaking); and persists despite significant obstacles or early failure.
	4		Engages Others in Extraordinary Effort
5 S	6	Engages Others in Extraordinary Effort	Involves others in Level 5 effort, including people over whom the person has no formal authority.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Monitoring and Directiveness (M&D)

The ability to set clear expectations and to hold others accountable for performance.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Avoiding Direction	Gives in to others, even when this conflicts with work objectives, Or does not give directions or communicate expectations. (May justify by expressing concern with others liking them or hurting people's feelings.)
	2	Routine Directions	Gives directions about routine work, Or provides some direction that is not very explicit or detailed.
Potential Hire Zone	Threshold	3 TH	Detailed Directions Gives detailed directions that communicate to others what needs to be done to accomplish work tasks.
		4	Asserts Needs Says "no" to requests that are obviously unreasonable or sets limits on others' behavior, Or structures situations so that others must comply.
	Superior	5 S	Asserts High Standard for Compliance Sets high standard explicitly up front, repeats this high expectation, and monitors/ communicates performance versus standard. Or repeatedly insists in a demanding way that others comply with high standard.
		6	Confronts Others about Performance Problems Confronts students (or others) about performance problems, Or threatens consequences for performance shortfalls.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Planning Ahead (PLA)

A bias toward planning in order to derive future benefit or to avoid problems.

Zone	Level	General Description	Specific behaviors	
Red Flag Zone	1	Does Not Think Ahead	Fails to see current needs and opportunities, Or focuses on immediate needs, tasks and problems only.	
Neutral Zone	2	Fully Addresses Current Needs	Acts quickly and decisively to address current problems and crises as they arise.	
Potential Hire Zone	Threshold	3 TH	Plans up to Two Months in Advance	Voluntarily identifies future needs, potential problems or potential opportunities and plans in advance to address these within a two month timeframe.
		4	Plans 3 – 12 Months in Advance	Voluntarily identifies future needs, potential problems or potential opportunities that will occur three to twelve months in the future that are not obvious to others and takes action to plan or act in advance to address these.
	Superior	5 S	Plans 1 – 2 Years in Advance	Voluntarily identifies future needs, potential problems or potential opportunities that will occur one to two years in the future that are not obvious to others. Acts in advance to address these (e.g., students' needs at next grade level).
		6	Plans 2 or More Years in Advance	Voluntarily identifies future needs, potential problems or potential opportunities that will occur two or more years in the future that are not obvious to others and acts in advance to address these (e.g., students' needs at much later grade levels).

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Influencing for Results Cluster

This cluster of competencies is concerned with motivating others – students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone, but instead must influence the work of others. They must use a variety of influencing tactics – inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to school-wide success – as the situation requires. The relationships they form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

Why it matters

Teachers in a turnaround school must induce behaviors from students (and others) that are significantly different from those previously exhibited. Obtaining more and different effort from others is critical to obtaining better student learning results. They cannot obtain all of these new and enhanced behaviors by being directive (see Directiveness), but instead must identify and tap the needs, wants and underlying motives of students and others.

Influencing for Results Cluster – These enable working through and with others.

- ☑ **Interpersonal Understanding:** Understanding and interpreting others' concerns, motives, feelings and behaviors.
- ☑ **Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- ☑ **Teamwork:** The ability and actions needed to work with others to achieve shared goals.

Impact and Influence (I&I)

Acting with the purpose of affecting the perceptions, thinking and actions of others.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Personal Gain Tactics, Limited Persuasion	Uses negative behaviors for personal positioning despite harm to organization, Or states desire to influence others but does not take steps to implement.
Neutral Zone	2	No Adaptation to Audience	Prepares and presents data and logical arguments, But does not tailor to make them appealing or influential to the specific audience (e.g., students, parents, staff peers).
Potential Hire Zone	Threshold	3 TH	Tailors Single Action to Influence Audience Takes one limited action to obtain desired impact (e.g., uses one teaching strategy) after having briefly considered the likely reaction of audience, Or takes one dramatic action chosen to obtain a specific reaction from audience. (Threats do not count; see Directiveness/Monitoring.)
		4	Tailors Two Actions to Influence Audience Thinks ahead about the likely reaction of audience and takes two or more steps (e.g., uses several teaching strategies) that are calculated to obtain desired impact.
	Superior	5 S	Tailors Three Actions or Uses Indirect Influence Takes three or more steps in a pre-calculated set of actions chosen to influence, Or uses others (e.g., parents, other students) to obtain desired impact.
		6	Complex Influence Engages in a complex set of maneuvers with multiple steps – may include personal appeals, changing own or others’ roles, use of multiple third parties to influence each other – to obtain many wanted behaviors.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Interpersonal Understanding (IU)

Understanding and interpreting others' concerns, motives, feelings and behaviors.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Lacks Understanding	Does not understand or misinterprets other peoples' feelings or actions; or dismisses value of others' feelings and concerns; Or views other people through the lens of racial, cultural, or gender stereotypes.
	2	Identifies Feelings	Recognizes peoples' current feelings or their actions, but not able to understand how their actions and feelings are related to each other.
Potential Hire Zone	Threshold	3 TH	Aware of Connection Between Feelings and Actions
		4	Aware of Underlying Meaning
	Superior	5 S	Understands Patterns of Behavior
		6	Classifies Patterns of Behavior
			Understands when others explicitly express how feelings are related to their actions; Or identifies peoples' current feelings by observing clear actions and behaviors.
			Understands unspoken or hidden thoughts and feelings and why people are acting in certain ways, even when they are giving "mixed" messages.
			Understands the reasons, both immediate and long-term or indirect, behind peoples' ongoing behaviors, attitudes and feelings.
			Able to objectively and accurately describe a "profile" of a person's specific strengths and weaknesses and the underlying causes.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Teamwork (TMW)

The ability and actions needed to work with others to achieve shared goals.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Harms Team	Damages team morale and functioning by acting in an unhelpful and disruptive way.
	2	Does Not Participate	Does not take part or contribute to team activities.
Potential Hire Zone	Threshold	3 TH	Contributing Member Shares relevant information with others team members, participates willingly in team activities and follows through with work assigned by team.
		4	Active Supporter Expresses belief that team will be successful, and speaks respectfully about other team members.
	Superior	5 S	Empowers Team Values, solicits, and uses information from other team members to make plans and solve problems, and Gives credit publicly to team members who have performed well.
		6	Resolves Conflict Openly recognizes and acknowledges conflicts on the team and works actively and successfully to resolve these conflicts, and Protects team reputation when speaking to others.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Problem Solving Cluster

This cluster of competencies is concerned with teachers' thinking to plan, organize and deliver instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.

Why it matters

Teachers in a turnaround classroom use these competencies to identify instructional priorities, understand which tactics are working, identify and consider alternative approaches, and clarify steps to make instructional changes for individuals and groups of students. The thinking competencies also are needed for higher levels of Driving for Results competencies and Influencing for Results competencies.

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.
- ☑ **Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things

Analytical Thinking (AT)

The ability to break things down in a logical way and to recognize cause and effect.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Does Not Analyze or Plan	Responds to tasks only as they arise, does not break work into steps or create lists, Or only follows steps created by someone else.
Neutral Zone	2	Creates Lists	Creates simple lists of tasks or activities, without prioritizing importance or timelines.
Potential Hire Zone	Threshold	3 TH	Makes Limited Connections Breaks a problem or task down into a few parts, Or understands that A causes B, Or prioritizes a relatively simple list of tasks.
		4	Makes Multiple Connections Organizes a complex activity into steps in a logical way (based on time, importance, resources needed or other factors), Or understands several possible causes of events or results of events, Or anticipates multiple next steps and likely barriers.
	Superior	5 S	Does Complicated Planning and Analysis Breaks apart a complex problem or process into categories and subcategories down to basic steps or parts, Or analyzes a difficult problem from several different perspectives before arriving at a detailed solution.
		6	Does Highly Complex Planning and Analyses Uses several approaches to analyze a problem, comes up with multiple solutions, and weighs value of each.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Conceptual Thinking (CT)

The ability to see patterns and links among seemingly unrelated things.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Thinks Concretely	Expresses thinking very literally, Lacks ability to think creatively about problems.
Neutral Zone	2	Applies Basic Rules of Thumb	Uses only common sense or similar personal experiences to draw conclusions and make decisions about how to approach a new situation or problem.
Potential Hire Zone	Threshold	3 TH	Sees Patterns Notices patterns, similarities, differences or gaps in information, Identifies when current situation is different from a past situation.
	Superior	4 S	Applies Known Complex Conceptual Tools Applies past knowledge of similarities, differences, gaps, and trends to analyze new situations, Or uses a known method of categorizing complex data (e.g., assessment instruments, scoring rubrics), to identify what is most important or how things are related.
		5	Simplifies Complex Ideas Crystallizes the meaning and importance of a lot of complex data into a simple and understandable explanation (but not a new, complete model for others to use), Or sees the most important issue in a complicated situation.
		6	Creates New Concepts Creates a new and useful explanation for a complex problem or organizes information in an original way that is not borrowed from other sources or obvious to others. E.g., Creates a new model for diagnosing learning needs and/or matching instructional methods to child needs.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Personal Effectiveness Cluster

This cluster of competencies is concerned with the turnaround teacher's self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control over behavior when faced with stressful, uncomfortable and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

Why it matters

Without competence in this cluster, a turnaround teacher is likely to experience extreme stress and act less effectively than desired in response to the enormous emotional challenges in this role.

Personal Effectiveness Cluster – These enable success in a highly challenging situation.

- ☑ **Belief in Learning Potential:** A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
- ☑ **Self-Control:** Acting to keep one's emotions under control, especially when provoked.
- ☑ **Self-Confidence:** A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.
- ☑ **Flexibility:** The ability to adapt one's approach to the requirements of a situation and to change tactics.

Belief in Learning Potential (BLP)

A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

Zone	Level	General Description	Specific behaviors	
Red Flag Zone	1	Has Negative Expectations	Expresses negative expectations based on race, gender, culture or past achievement about who can and cannot learn and achieve, Or expresses resentment toward students and/or their families.	
	2	Going Through the Motions	Makes no deliberate attempt to raise the learning level of some students, especially those who have not succeeded in the past.	
Potential Hire Zone	Threshold	3 TH	States Belief in Others' Abilities	Makes positive comments about all students' ability to learn more, even those who have been previously unsuccessful.
		4	Offers Specific Support	Supports all students by offering them detailed instructions and practical support for tackling challenging tasks.
	Superior	5 S	Provides Developmental Feedback	Gives specific feedback, both positive and negative, making sure that it is always phrased in behavioral not personal terms, Or reassures students after a setback, providing negative feedback but expressing positive expectations for future performance.
		6	Scaffolds Learning	Scaffolds learning experiences so that all students can experience success in tackling increasingly difficult tasks, Or designs unusual learning assignments to foster specific students' development, Or build all students' confidence and skills by giving them increasing latitude to design their own learning experiences, including the opportunity to learn from their own mistakes in a noncritical setting.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Self-Control (SCT)

Acting to keep one's emotions under control, especially when provoked.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Reacts Inappropriately	Loses emotional control in the face of high levels of stress or hostility, Expresses extreme anger or frustration.
Neutral Zone	2	Avoids Stressful Situations	Avoids stressful or difficult situations or people.
Potential Hire Zone	Threshold	3 TH	Holds Emotions in Check Controls strong emotional reaction (e.g., anger, frustration) when provoked or when faced with hostility but does not take constructive action. May walk away or otherwise remove self from situation.
		4	Acts Calm Under Pressure Talks or acts in a calm way even when feeling negative emotions (e.g. anger, frustration, stress) after being provoked or when faced with hostility.
	Superior	5 S	Proactively Monitors and Addresses Stress Takes steps to manage stress in an ongoing way (e.g., takes time for relaxing activities, exercises regularly) in order to respond more constructively to difficult situations and to avoid burnout, And controls strong emotions effectively.
		6	Diffuses Situation Able to identify and respond effectively to the source of serious conflict, Or able to diffuse a highly stressful situation by managing one's own emotions and calming down the other people involved.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success (excellence likely *only* with significant leadership and support).

S = Superior performers use these behaviors when the situation requires (even without significant leadership and support).

Self-Confidence (SCF)

A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

Zone	Level	General Description	Specific behaviors	
Red Flag Zone	1	Feels or Acts Powerless	Publicly expresses lack of confidence in self, Or defers to others inappropriately, Or avoids challenges because of fear of failure.	
Neutral Zone	2	Conducts Tasks Without Hesitation	Does work independently as needed.	
Potential Hire Zone	Threshold	3 TH	Acts Decisively	Makes decisions in spite of disagreements with peers, Or acts outside explicitly granted authority (but without breaking rules).
		4	States Confidence in Self	Openly states own expertise or compares self positively with others, Or views self as a key actor or originator in important situation, Or expresses confidence in own judgment, even during a conflict.
	Superior	5 S	Seeks Work Challenges	Is excited to take on challenging tasks and assignments and seeks additional responsibility, Or openly disagrees with people in superior positions, politely and confidently, when needed to make a point.
		6	Seeks Extreme Challenge	Confronts other people in power bluntly when needed, Or seeks extremely challenging situations.

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Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

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Flexibility (FL)

The ability to adapt one's approach to the requirements of a situation and to change tactics.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Unwilling to Change	Not willing, even when confronted with contrary evidence, to change one's position or opinion, Does not recognize the validity of other people's views.
	2	Rigidly Follows Rules	Follows rules and procedures set by others, or acts as "stickler," even when this harms organization's goals.
Potential Hire Zone	Threshold	3 TH	Willing to Change Recognizes the validity of other people's views, Or, when confronted by others with new information or evidence, willing to change position.
		4	Applies Rules Flexibly Proactively judges when bending rules or procedures will facilitate the attainment of an important organizational goal.
	Superior	5 S	Tailors Actions Repeatedly reaches important work goals by tailoring responses from scratch to the needs of particular situations (not just working from pre-existing procedures or protocols).
		6	Adapts Organization to Situation Makes long or short-term adjustments or changes to the organization, not just own actions, in response to the needs of a specific situation.

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Appendix B

School Turnaround

Teachers

Critical Competency

Rating Levels

By Public Impact
For The Chicago Public Education Fund
May 2008

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Overview of the Five Critical Competencies

This appendix contains the ratings for the five critical competencies *only*. These five competencies were identified as critical because they:

- are likely to be most predictive of success for turnaround teachers,
- require use of other critical teacher competencies (and so will help you assess multiple competencies), and/or
- distinguish candidates who would perform well in a *turnaround* effort versus other school situations.

Achievement (ACH)

The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Low Concern for Work or Quality	Shows little concern for quality of work, Or preoccupied by non-work matters (sports, friends, hobbies, etc.).
Neutral Zone	2	Wishes to Do Job Well	Expresses desire to do the job well but does not make measurable improvements or have a clear standard of excellence.
Potential Hire Zone	Threshold	3 TH	Moderate Concern for Work and Quality Works to do tasks and meet standards required by principal/management, Or makes voluntary improvements, but <ul style="list-style-type: none"> • With no specific goal in mind, or • Only to meet easy/modest goals.
		4	Strong Concern for Work Goals and Quality Improvement Sets challenging work goals (difficult but not unrealistic) for self and students (or other adults) and acts to meet them, Or sets challenging goals for self and students and monitors progress.
	Superior	5 S	Prioritizes Goals and Tasks Based on Impact Relative to Effort Carefully chooses challenging goals and actions towards goals (for self and students) based on cost-benefit analysis: time, money and other resources needed versus speed and magnitude of results.
		6	Pursuit of High-Risk Goals and Improvement Commits significant resources and time (without being sure of success) to reach a very challenging goal, And takes multiple actions to minimize risk and ensure success (e.g., conducts research, anticipates barriers, plans carefully ahead, engages others to help).

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Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

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Impact and Influence (I&I)

Acting with the purpose of affecting the perceptions, thinking and actions of others.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Personal Gain Tactics, Limited Persuasion	Uses negative behaviors for personal positioning despite harm to organization, Or states desire to influence others but does not take steps to implement.
Neutral Zone	2	No Adaptation to Audience	Prepares and presents data and logical arguments, But does not tailor to make them appealing or influential to the specific audience (e.g., students, parents, staff peers).
Potential Hire Zone	Threshold	3 TH	Tailors Single Action to Influence Audience Takes one limited action to obtain desired impact (e.g., uses one teaching strategy) after having briefly considered the likely reaction of audience, Or takes one dramatic action chosen to obtain a specific reaction from audience. (Threats do not count; see Directiveness/Monitoring.)
		4	Tailors Two Actions to Influence Audience Thinks ahead about the likely reaction of audience and takes two or more steps (e.g., uses several teaching strategies) that are calculated to obtain desired impact.
	Superior	5 S	Tailors Three Actions or Uses Indirect Influence Takes three or more steps in a pre-calculated set of actions chosen to influence, Or uses others (e.g., parents, other students) to obtain desired impact.
		6	Complex Influence Engages in a complex set of maneuvers with multiple steps – may include personal appeals, changing own or others’ roles, use of multiple third parties to influence each other – to obtain many wanted behaviors.

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Initiative and Persistence (I&P)

The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Avoids Required Work	Does not show up for work reliably or requires extra supervision to get work done.
Neutral Zone	2	Independent Effort	Completes assigned work as required and without extra supervision, Or does not give up without trying one or two steps when a simple obstacle arises.
Potential Hire Zone	Threshold	3	Extra Effort
		TH	
	Superior	4	Significant Extra Effort
		S	
5	Extraordinary Effort		
S			
6	Engages Others in Extraordinary Effort	Involves others in Level 5 effort, including people over whom the person has no formal authority.	

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Teamwork (TMW)

The ability and actions needed to work with others to achieve shared goals.

Zone	Level	General Description	Specific behaviors
Red Flag Zone	1	Harms Team	Damages team morale and functioning by acting in an unhelpful and disruptive way.
	2	Does Not Participate	Does not take part or contribute to team activities.
Potential Hire Zone	Threshold	3 TH	Contributing Member Shares relevant information with others team members, participates willingly in team activities and follows through with work assigned by team.
		4	Active Supporter Expresses belief that team will be successful, and speaks respectfully about other team members.
	Superior	5 S	Empowers Team Values, solicits, and uses information from other team members to make plans and solve problems, and Gives credit publicly to team members who have performed well.
		6	Resolves Conflict Openly recognizes and acknowledges conflicts on the team and works actively and successfully to resolve these conflicts, and Protects team reputation when speaking to others.

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Belief in Learning Potential (BLP)

A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

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Red Flag Zone	1	Has Negative Expectations	Expresses negative expectations based on race, gender, culture or past achievement about who can and cannot learn and achieve, Or expresses resentment toward students and/or their families.	
	2	Going Through the Motions	Makes no deliberate attempt to raise the learning level of some students, especially those who have not succeeded in the past.	
Potential Hire Zone	Threshold	3 TH	States Belief in Others' Abilities	Makes positive comments about all students' ability to learn more, even those who have been previously unsuccessful.
		4	Offers Specific Support	Supports all students by offering them detailed instructions and practical support for tackling challenging tasks.
	Superior	5 S	Provides Developmental Feedback	Gives specific feedback, both positive and negative, making sure that it is always phrased in behavioral not personal terms, Or reassures students after a setback, providing negative feedback but expressing positive expectations for future performance.
		6	Scaffolds Learning	Scaffolds learning experiences so that all students can experience success in tackling increasingly difficult tasks, Or designs unusual learning assignments to foster specific students' development, Or build all students' confidence and skills by giving them increasing latitude to design their own learning experiences, including the opportunity to learn from their own mistakes in a noncritical setting.

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