



Turnaround School Principal Competency Rubric

Purpose:

Research shows that leaders of schools that serve student populations with high rates of poverty and minority students, and schools with a history of low performance (e.g. priority schools), require a unique set of competencies to lead school turnaround. To address the specific challenges in these schools, the U.S. Department of Education (USDE) created guidance regarding its requirement for priority schools to differentiate their hiring processes for principals to ensure that they hold such competencies. This differentiation is aligned with the “School Leadership” turnaround principle that schools in priority status must address in their improvement efforts (please see the [ESEA Flexibility FAQ Addendum C-34d](#)). To comply with this requirement, the Office of the State Superintendent of Education (OSSE) has created the rubric below to help LEAs provide evidence of their compliance. Without this evidence, priority schools are at risk of not receiving credit for their first year of implementation.

The purpose of this rubric is to monitor and inform an LEA’s differentiated hiring process of principals in priority schools. This rubric will not be used for OSSE to approve or disapprove specific principals; instead it will be used to help OSSE monitor and provide support to local education agencies (LEAs) as they select principals to serve in a priority schools. By submitting this rubric, an LEA will be in compliance with the USDE’s requirements. LEAs may choose not to submit the rubric, however, in such case LEAs would have to submit the actual evidence pertaining to the “School Leadership” turnaround principle. This evidence will include: (a) school performance of prior schools; (b) all relevant principal evaluation data; (c) job interview logs; and (d) the principal’s resume. Again, LEAs that complete this rubric will not be required to submit this evidence.

Design:

The Turnaround School Principal Competency Rubric is adapted from the publication, *Recruitment and Retention of Turnaround Leaders*, published by the Center on Great Teachers and Leaders at the American Institutes for Research. After combining the research on turnaround leaders to studies of entrepreneur and leader competencies, several competencies emerged. These competencies were divided into four clusters. For ease of use, a description and a set of behavioral example is provided for each competency.

Directions:

The Turnaround School Principal Competency Rubric should be completed by a member of the LEA’s human capital or hiring team and signed by the Executive Director or Chancellor of the LEA.

This rubric can be used for planning the hiring process and evaluating the candidate after the interview has taken place. As a planning tool, this rubric can be used in conjunction with Public Impact’s [School Turnaround Leaders: Selection Toolkit](#) to ensure the hiring process focuses on the specific competencies that are common in high performing turnaround school leaders.



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To use this rubric as an evaluation tool, evaluate the candidate against each competency using the description and behavioral examples. Answer the questions below in depth, considering your evaluation. Finally, provide a description of how the evidence was collected. Some examples of evidence could include:

- Student achievement information: “LEA reviewed student growth in the principal’s prior school. The school showed 10 percentage points growth in math”.
- Success stories from their prior schools: “The principal transformed MLK Elementary, making it one of the schools with the highest growth in the state”.
- Reviewed interview responses: “Candidate shared his plan to prepare the school for new science assessment”.
- School accountability information: “Former school moved from Tier 3 to Tier 1 under the principal’s leadership”.
- Reviewed leader evaluation score: “Principal was rated as “effective” in the leader evaluation system, which was based on student growth and teacher surveys”.
- Information identified on resume: “The principal’s experience is with schools that serve high need populations”.
- Information identified by references: “Former school chancellor shared that the candidate had created a strong school culture at her previous school”.

Please note that there is no need to provide the evidence as part of this submission; however, OSSE may audit this evidence as part of its monitoring of priority schools. If your hiring process did not account for a specific competency, please leave the row blank.

Submission:

Please submit the completed rubric to Sharon Gaskins, Deputy Assistant Superintendent for Accountability, Performance and Support, at sharon.gaskins@dc.gov by _____. Please note that every priority school must submit evidence of the “School Leadership” turnaround principle or this rubric with the school improvement plan prior to entering its first implementation year.

OSSE can provide technical assistance to support LEAs as they seek to hire principals for high-need schools in a manner that is aligned with this tool. If you have any questions regarding the rubric or to request a training, please contact Etai Mizrav, Educational Policy and Compliance Manager, at etai.mizrav@dc.gov.



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LEA Name _____

School Name _____

Principal Name _____

Was this principal: (please check one)

- A New Hire
 - New to the LEA New to the school
 - Date of Hire _____
- Retained

Please describe the hiring process of this principal _____

| Cluster | Competency | Description | Behavioral Examples |
|--------------------------------|------------------------------|---|---|
| Driving for Results | Achievement | <ul style="list-style-type: none"> Set challenging goals | <ul style="list-style-type: none"> Choose challenging goals based on cost-benefit analysis Take significant risk to launch new venture or attempt unlikely change |
| | Initiative and persistence | <ul style="list-style-type: none"> Reach high standards despite barriers | <ul style="list-style-type: none"> Take multiple actions to ensure success Bend organization norms to accomplish work objective |
| | Monitoring and assertiveness | <ul style="list-style-type: none"> Do more than is expected Hold others accountable | <ul style="list-style-type: none"> Publically monitor performance against standards Confront people with performance problems Rid organization of low performers |
| | Planning ahead | <ul style="list-style-type: none"> Plan to derive future benefits | <ul style="list-style-type: none"> Identify future need and opportunities |
| Influencing for Results | Impact and influence | <ul style="list-style-type: none"> Act with the intent of affecting the perceptions, thinking, and actions of others | <ul style="list-style-type: none"> Engage in a complex set of maneuvers with many people to obtain desired impact Obtain resources and people needed to perform |
| | Team leadership | <ul style="list-style-type: none"> Assume authoritative leadership to benefit the organization | <ul style="list-style-type: none"> Motivate staff and stakeholders with charismatic communications |
| Influencing for Results | Develop others | <ul style="list-style-type: none"> Influence with the intent to increase other's effectiveness | <ul style="list-style-type: none"> Provide training to develop new skills Give full responsibility for challenging work to others Promote others as a reward for development |



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| | | | |
|-----------------------------------|---------------------|--|---|
| Problem Solving | Analytical thinking | <ul style="list-style-type: none"> • Solve and simplify complex problems • Break things down in logical ways • Recognize cause and effect | <ul style="list-style-type: none"> • Understand several possible causes and results of events • Break apart complex problem or process into categories and steps |
| | Conceptual thinking | <ul style="list-style-type: none"> • See patterns in seemingly unrelated things | <ul style="list-style-type: none"> • Analyze difficult problem from different perspectives • Use complex data to make decisions • See most important issue in complicated situation • Crystallize complex data into simple findings |
| Showing Confidence to Lead | Self-confidence | <ul style="list-style-type: none"> • Stay focused, committed, and self-assured • Believe in ability to accomplish tasks | <ul style="list-style-type: none"> • Express positive feelings about challenging assignments • Make decisions despite disagreement with those in power • Acknowledge areas for self-improvement |

What is the process through which the LEA determined whether the current principal or the newly appointed principal has the competencies listed in the above table?

What evidence (e.g. evaluation system, performance report, resume, interview logs) can the LEA use to demonstrate the chosen principal has the competencies listed in the above table?

LEA Representative Name (please print) _____ Signature _____ Date _____