

Mentoring and Induction Toolkit

Crosswalk of Evidence-Based Leadership Competencies and Turnaround Leadership Practices

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Handout 1



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

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

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