RECRUIT, SELECT, AND SUPPORT
Turnaround Leader Competencies

PART 2: Recruiting and Selecting Turnaround Leaders

■ Facilitator's Guide

OCTOBER 2015

PROFESSIONAL LEARNING MODULE

Recruit, Select, and Support: Turnaround Leader Competencies

Part 2: Recruiting and Selecting Turnaround Leaders

Facilitator's Guide

October 2015

Partnership and Authorship

The *Recruit, Select, and Support: Turnaround Leader Competencies* Professional Learning Module was developed through a partnership among four organizations: Center on Great Teachers and Leaders at American Institutes for Research (AIR), Center on School Turnaround at WestEd, Public Impact, and University of Virginia (UVA) Darden/Curry Partnership for Leaders in Education. Writers and developers of the materials were Dallas Hambrick Hitt, UVA Darden/Curry Partnership for Leaders in Education; Jeanette P. Cornier, Public Impact; and Catherine Barbour, Center on Great Teachers and Leaders at AIR.

Contents

Module Overview

The professional learning module on using turnaround leader competencies was developed collaboratively by the Center on Great Teachers and Leaders (GTL Center), the Center on School Turnaround at WestEd, Public Impact, and the University of Virginia Darden/Curry Partnership for Leaders in Education. This module contains the materials designed to implement a work session that builds the knowledge and capacity of leaders and staff members from regional comprehensive centers (RCCs), state education agencies (SEAs), and within-state regional centers on understanding turnaround leader competencies. The purpose and goal of the module is to develop stakeholder awareness and understanding of competencies for turnaround leaders.

Staff members from these agencies may wish to modify and turnkey the work session based on this module for use with district leadership teams, principals, teacher leaders, or other roles. The duration, scope, and sequence of the work session may be customized to accommodate local needs and conditions. The entire work session is designed to take place during a two-hour period but can easily be broken into smaller portions and accomplished during multiple sessions to accommodate participant time and availability.

Professional Learning Module

This is Part 2 of the Professional Learning Module: *Recruit, Select, and Support: Turnaround Leader Competencies.*

Part 1: Understanding Turnaround Leader Competencies

Part 2: Recruiting and Selecting Turnaround Leaders

Part 3: Developing and Supporting Turnaround Leaders

Materials

The following materials are part of this module:

- *Recruiting and Selecting Turnaround Leaders Facilitator's Guide*
- *Recruiting and Selecting Turnaround Leaders* Facilitator's handouts
- *Recruiting and Selecting Turnaround Leaders* Facilitator's slide presentation

All materials are available on the GTL Center's *Professional Learning Modules* website at http://www.gtlcenter.org/technical-assistance/professional-learning-modules. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement: *These materials have been adapted in whole or in part with permission from the Center on Great Teachers and Leaders, the Center on School Turnaround at WestEd,*

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Public Impact, and the University of Virginia Darden/Curry Partnership for Leaders in Education.

Work Session Goals

This work session, based on the *Recruiting and Selecting Turnaround Leaders* part of the professional learning module, has the following goals for participants:

- Understand the importance of competencies in recruiting and selecting turnaround leaders.

- Explore ways to recruit leaders with competencies to turn around persistently low-performing schools.

- Experience a competency-based interview and selection process for turnaround leaders.

Intended Audiences

Participants: Stakeholders who would benefit from participating in a work session using this module may include leaders and staff members from RCCs, SEAs, and local education agencies. All stakeholders supporting school turnaround leaders and district and school teams (e.g., superintendents, central office staff, district school board members, principals, teacher leaders, teacher association representatives, and other decision makers) will likely benefit and develop strategic action plans as a result of participation in a work session based on this module.

Facilitators: Facilitators for a work session based on this module may include GTL Center staff, New Teacher Center staff, RCC staff, SEA staff, regional service agency staff, or other technical assistance providers.

Using This Facilitator's Guide

This facilitator's guide provides suggestions for structuring the work session, notes on how to implement the suggested activities, and talking points to be used with the slide presentation. It also includes additional in-depth content information for facilitators to use within their presentations or to offer to participants interested in deeper learning.

Materials

The following materials are recommended for the work session and associated activities:

- Computer for the *Recruiting and Selecting Turnaround Leader* slide presentation

- Projector and screen

- Name table tents (optional)

- Poster paper (preferably the kind with adhesive backing; if these are not available, bring masking tape to post the papers on the wall)

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- Colored markers
- Sticky notes
- Adequate reserved space, time, and materials
- Tables arranged to support small-group discussions
- Necessary materials printed

Preparation for Work Session Activities

Prior to the start of the work session, prepare the following materials:

Print copies of the following handouts for participants:

- Presentation Slides
- PLM Overview
- Principal Hiring Scorecard
- Turnaround Leader Competencies
- Talent Management Framework
- Turnaround Principal Job Description
- Turnaround Principal Job Description Analysis Template
- Turnaround Principal Selection Checklist
- Behavior Event Interview Script
- Achievement and Impact & Influence Rubrics

Also, become familiar with the facilitator's guide and the handouts.

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Agenda Outline

Table 1 provides a detailed outline of the agenda for the work session. It includes timing, slide numbers, activities, and materials. This outline provides facilitators with a big-picture view of this workshop and the corresponding activities.

Table 1. Detailed Outline of the Agenda

Agenda Item	Time	Slides	Activities	Materials Needed
Section 1. Welcome and Introductions	5 minutes	1–3	▪ Whip-around introductions	▪ Chart paper ▪ Markers
Section 2. Overview, Outcomes, and Agenda	10 minutes	4–10	▪ Professional learning module overview ▪ Part 1: Review ▪ Part 2: Outcomes ▪ Part 2: Agenda ▪ Activity: Warm Up	▪ PLM Overview ▪ Agenda ▪ Presentation
Section 3. Talent Management System	45 minutes	11–18	▪ Research on talent management and hiring practices for turnaround leaders ▪ Activity: Principal Hiring Scorecard ▪ Reflection: Think-Pair-Share	▪ Talent Management Framework ▪ Turnaround Leader Competencies ▪ Principal Hiring Scorecard
Section 4. Recruiting Turnaround Leaders	20 minutes	19–25	▪ Recruitment strategies for turnaround leaders ▪ Activity: Analyze competency-based job description	▪ Turnaround Principal Job Description and Analysis Template
Section 5. Selecting Turnaround Leaders	30 minutes	26–35	▪ Recruitment and selection process: Selection Action Checklist ▪ Activity: Interview Role Play	▪ Selection Action Checklist ▪ BEI Script ▪ Achievement and Impact & Influence Rubrics
Section 6. Closing and Next Steps	10 minutes	36–40	▪ Wrap-Up: Closing Thoughts and Commitments	

Script

This section is a slide-by-slide script that provides guidance to facilitators as they present the content and learning activities included in the work session based on this module. Reviewing the entire guide prior to facilitating the work session is highly recommended.
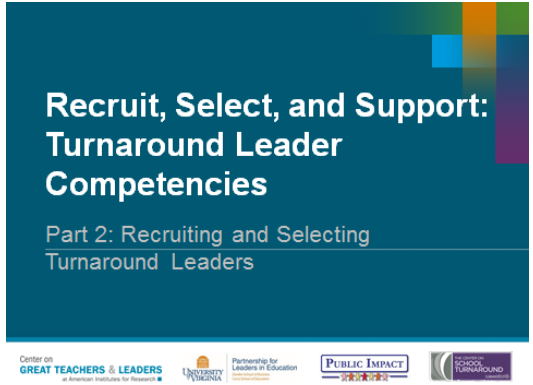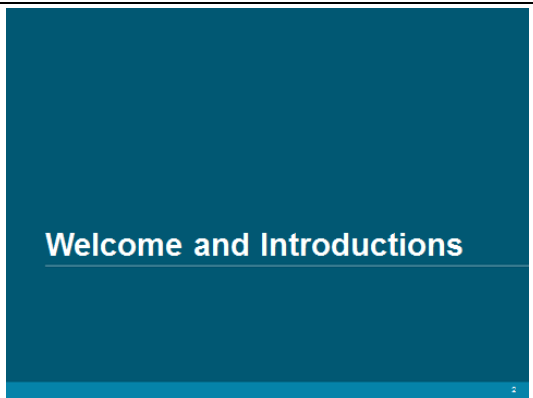
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Recruiting and Selecting Turnaround Leaders Work Session

Section 1—Welcome and Introductions (5 minutes)

On the following pages, the left column provides information for the facilitator for each slide during the presentation:

- The words in italics that follow "***Facilitation Note***" provide details for guiding the discussion.

- The words in quotation marks that follow "**Explain**" are to be spoken aloud by the facilitator during the work session.

Facilitation Note: *Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.*	**Recruit, Select, and Support: Turnaround Leader Competencies** Part 2: Recruiting and Selecting Turnaround Leaders Slide 1
Facilitation Note: *Let participants know that the first section will be introductions and a review of the agenda and outcomes for the work session. After we learn more about each other and where we are headed with this work, we will then begin discussing recruiting and selecting turnaround leaders.*	**Welcome and Introductions** Slide 2

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Explain: "Let's find out who is in the room. We will whip around and have each of you introduce yourselves with your name, your role, and your thoughts, in a single word or phrase, about what it takes to be a school turnaround leader."

Facilitation Note: *Summarize the themes that you hear about what it takes to be a school turnaround leader.*Note: If you have a large group of participants, have them make introductions at tables instead of to the whole group.*

Slide 3

Section 2—Overview, Outcomes, and Agenda (10 minutes)

Explain: "Now we will review the content of the session for today."

Slide 4

Explain: "This session is Part 2 in a three-part professional learning module on using turnaround leader competencies. It was developed in response to practitioners' questions concerning the following:

- What competencies are important for teachers and principals working in turnaround schools?
- How do competency-based approaches inform turnaround principal selection and development?

Today, we will focus on using competencies for recruiting and selecting turnaround leaders."

Slide 5

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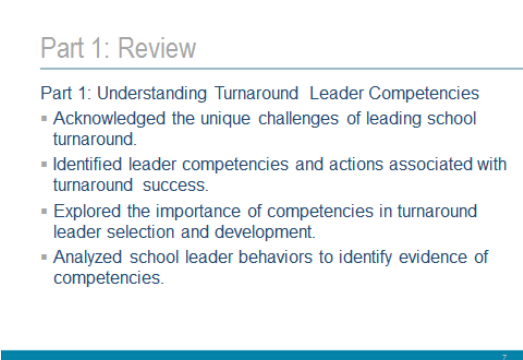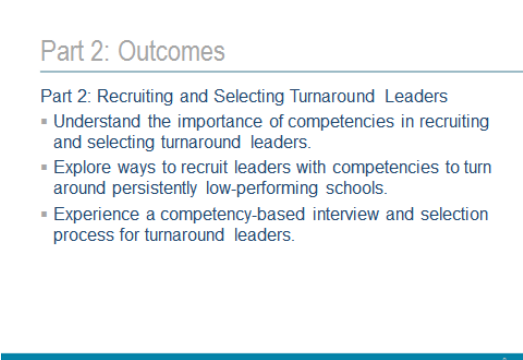
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Explain: "The materials for this work session were developed collaboratively by the Center on Great Teachers and Leaders at the American Institutes for Research, the Center on School Turnaround at WestEd, Public Impact, and the University of Virginia Darden/Curry Partnership for Leaders in Education. All four organizations are dedicated to promoting positive outcomes for underperforming schools and collectively have deep expertise in school turnarounds, great teaching, and school leadership. The GTL Center is a federally funded technical assistance center created to support state-led initiatives to grow, respect, and retain great teachers and leaders for all learners. This professional learning module and others can be found on the GTL Center and Center on School Turnaround websites."	**Partner Organizations** Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■ THE CENTER ON SCHOOL TURNAROUND WestEd® PUBLIC IMPACT UNIVERSITY of VIRGINIA — Partnership for Leaders in Education, Darden School of Business, Curry School of Education Slide 6
Explain: "To recap key messages from Part 1, *Understanding Turnaround Leader Competencies*, we addressed the following: ▪ Acknowledged the unique challenges of leading school turnaround. ▪ Identified leader competencies and actions associated with turnaround success. ▪ Explored the importance of competencies in turnaround leader selection and development. ▪ Analyzed school leader behaviors to identify evidence of competencies. If you have not yet taken Part 1, you might find it helpful to spend time orienting to turnaround leader competencies and actions."	**Part 1: Review** Part 1: Understanding Turnaround Leader Competencies ▪ Acknowledged the unique challenges of leading school turnaround. ▪ Identified leader competencies and actions associated with turnaround success. ▪ Explored the importance of competencies in turnaround leader selection and development. ▪ Analyzed school leader behaviors to identify evidence of competencies. Slide 7
Explain: "The objectives for today's session, *Recruiting and Selecting Turnaround Leaders*, are as follows - Participants will: ▪ Understand the importance of competencies in recruiting and selecting turnaround leaders. ▪ Explore ways to recruit leaders with competencies to turn around persistently low-performing schools. ▪ Experience a competency-based interview and selection process for turnaround leaders."	**Part 2: Outcomes** Part 2: Recruiting and Selecting Turnaround Leaders ▪ Understand the importance of competencies in recruiting and selecting turnaround leaders. ▪ Explore ways to recruit leaders with competencies to turn around persistently low-performing schools. ▪ Experience a competency-based interview and selection process for turnaround leaders. Slide 8

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Facilitation Note: *Review agenda.*	**Part 2: Agenda** Part 2: Recruiting and Selecting Turnaround Leaders ▪ Overview, outcomes, and agenda ▪ Turnaround leader talent management ▪ Competency-based recruitment of turnaround leaders ▪ Competency-based selection of turnaround leaders ▪ Closing and next steps Slide 9
Explain: "To get us started today, please work in teams at your tables to complete this metaphorical thinking activity. Assign a recorder to record your group's completed statement on chart paper. Assign a reporter to share your statement with the whole group. Extra points will be awarded for creativity!" **Facilitation Note:** *Provide participants with three to five minutes to complete the activity and then use the remaining time for share outs. Post statements on the wall and thank them for their participation. Note: If you have a large group, you may ask for a few groups to share instead of every group sharing.*	**Warm Up: Metaphorical Thinking** Turnaround leaders are like _____ because _____. Slide 10

Section 3—Talent Management System (45 minutes)

Facilitation Note: *Transition to the first topic: the talent management system.* **Explain:** "Let's get started on our first topic, competency-based talent management systems."	**Competency-Based Talent Management** Slide 11

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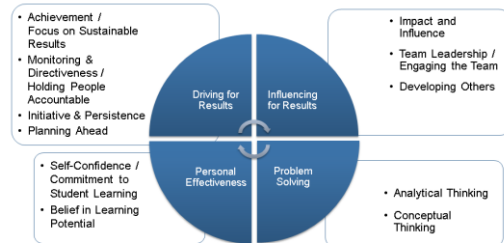|	
Facilitation Note: *Refer participants to the Talent Development Framework handout.* **Explain:** "This handout shows an overview of the GTL Center's Talent Development Framework. It suggests that states have a role to play in (1) attracting people to the field of education; (2) preparing educators based on high standards for preparation and licensure; and (3) developing, supporting, and retaining high-quality educators. The focus of this module is in the third area of the framework: how to develop, support, and retain effective turnaround school leaders."	 Slide 12
Facilitation Note: *Read the quote aloud and see if it resonates with the audience.* **Explain:** "'Typical school district practices are not designed to recruit and select talent for challenging schools, including the bold leaders needed for turnaround schools.' How many of you would agree with this statement?" **Facilitation Note:** *Allow a few of those who have raised their hands to explain why.*	 Slide 13
Explain: "Studies on turnarounds indicate: 1) that there are specific competencies that are necessary to be successful in leading turnaround efforts, 2) that these competencies can be used to attract and select leaders for turnaround schools, and 3) that these competencies can be developed and refined over time. The enclosed Turnaround Leader Competencies handout includes a list of competencies that are identified by both Public Impact and UVA Darden/Curry Partnership for Leaders in Education. Research is underway, by UVA, Public Impact, and others, to validate and refine the turnaround leader competencies and actions associated with successful school turnaround efforts. Original sources can be found in the references at the end of this module." **Facilitation Note:** *Refer participants to the Turnaround Leader Competencies handout.*	 Slide 14

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Explain: "How can state and district leaders improve systems for recruiting and selecting turnaround leaders? Talent management efforts should look to move away from relying primarily on years of experience and degrees and shift the focus to competency-based processes. Years of experience and degrees are not accurate predictors of performance. Competencies, on the other hand, can be used to distinguish between performance outcomes."	**Competency-Based Talent Management** • Years of experience and academic degrees are not accurate predictors of performance. • Competencies—habits of behavior and underlying motivations—can be used to distinguish among performance outcomes. • Using competencies to select turnaround leaders could increase the likelihood that turnaround efforts succeed. (Steiner & Hassel, 2011) **Slide 15**
Explain: "Competencies are the underlying pattern of thoughts and actions that influence observable behaviors, knowledge, and skills. Competencies lead to actions that lead to outcomes. This is why we recommend that districts use competency-based recruitment and selection processes to identify leaders for turnaround schools."	**Talent Management** QUALIFICATIONS Certification Degrees Knowledge and skills Practices COMPETENCIES Recurring patterns of thought and action Example: Achievement Drive FIGURE 1: Observable characteristics versus underlying competencies (Adapted from "The Iceberg Model" in Spencer & Spencer, *Competence at Work*, p. 11.) **Slide 16**
Explain: "The first step in developing a strong system for recruiting and retaining turnaround leaders is to identify the strengths and areas of growth for your district's current principal hiring process. What elements of the process does your district currently do well? What aspects can your district improve on? To find out, take the Principal Hiring Scorecard survey. Note that this tool was modified, for the purpose of this module, to include references to turnaround principal competencies." **Facilitation Note:** *Ensure that all participants have a copy of the scorecard to complete. Allot approximately five minutes for participants to answer the 13 questions and then score themselves. Then ask participants to discuss what they found in taking the survey.*	**Activity: Principal Hiring Scorecard** PERFORMANCE MANAGEMENT Advantage Evaluation & Professional Growth AIR **Principal Hiring Scorecard** A high-quality principal hiring process has far-ranging impacts on the leadership and student learning in a given school. The principal hiring should be fair, rigorous, and data-driven, and its results should inform new principal induction and mentoring processes. The first step in developing a strong principal hiring process is to identify the strengths and areas of growth for your district's current principal hiring process. What elements of the process does your district currently do well? What aspects can your district improve upon? To find out, take the following survey. **Survey** *Instructions:* For each question, please circle the response that best describes the principal hiring process in your district. There are no right or wrong answers. When you have finished, use the scoring guide at the end of the survey to access the quality of your district's principal hiring process. **Slide 17**

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Explain: "Take a minute to think and then share with a partner your responses to the following questions:

1. Where do competencies fit in your current leader selection process?
2. How could your current leader selection process be modified to include turnaround leader competencies?"

Facilitation Note: *Provide participants with five minutes to think-pair-share. Then ask one or two volunteers to share their responses with the group.*

Reflection: Competency-Based Leader Selection

Think-Pair-Share
- Where do competencies fit in your current leader selection process?
- How could your current leader selection process be modified to include turnaround leader competencies?

Slide 18

Section 4—Recruiting Turnaround Leaders (20 minutes)

Explain: "Now that we have had a chance to review the current selection processes in place and understand how competency-based processes could be an improvement, let's look at strategies for recruiting turnaround leaders."

Recruiting Turnaround Leaders

Slide 19

Explain: "We have talked about the importance of competencies in recruitment and selection. Yet, many local education agencies still struggle to find talent. Why is that? Studies have found several obstacles in the recruitment and selection of high-quality turnaround leaders. Please take a minute to review this list; then talk with a partner about some things you have seen done or ideas that you have to overcome these obstacles."

Facilitation Note: *Allow the participants a few minutes to discuss and then ask some volunteers to share a few ideas. Jot down some notes on the ideas shared to tie them into the next slide, where applicable.*

Obstacles to Hiring Turnaround Leaders

- A shortage of high-quality principal candidates
  - More demanding
  - Limited authority and autonomy
  - Insufficient pay to attract enough candidates
- Not selecting the best candidates from the limited pool
  - Limited investments in recruiting and selecting candidates
  - Overreliance on internal candidates
  - Lack of rigor in selection criteria and processes
- Administrative inefficiencies resulting in a loss of applicants
  - Prolonged interview and hiring process and delays
  - Lack of clear vision and support for leaders

(Doyle & Locke, 2014; TNTP, 2006; Clifford, 2012)

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Explain: "Thank you for sharing some of your ideas on overcoming obstacles. Let's now look at some additional ideas on how to improve the recruitment and selection process for turnaround leaders.

- **Make the job more appealing—and manageable.** Give principals the power to lead, including authority for key staffing decisions, operations, and resources.
- **Pay great leaders what they are worth.** Compensation must be commensurate with the demands, responsibilities, and risks of the job. Principals should earn considerably more than other school staff with less responsibility and be duly compensated for producing success.
- **Take an active approach to recruitment.** Develop criteria for identifying promising principal candidates, both inside and outside the district, and actively seek out those individuals. Woo them when necessary. At the same time, identify and prepare internal candidates systematically—and early—and eliminate barriers that might discourage high-potential candidates.
- **Evaluate candidates against the competencies and skills that research shows successful principals demonstrate.** Then create rubrics for judging candidates against those competencies and train raters to use the rubrics effectively.
- **Design the placement process to match particular schools' needs with particular candidates' strengths.** Assess schools' priorities and leadership needs and develop criteria by which to assess a candidate's fitness to succeed in that specific situation.
- **Continually evaluate hiring efforts.** Collect and analyze all relevant data; then develop metrics by which to assess each stage of the process, particularly in relationship to the school results that follow."

How Can We Improve the Process?

- Make the job more appealing—and manageable.
- Pay great leaders what they are worth.
- Take an active approach to recruitment.
- Evaluate candidates against the competencies and skills that research shows successful principals demonstrate.
- Design the placement process to match particular schools' needs with particular candidates' strengths.
- Continually evaluate hiring efforts.

(Doyle & Locke, 2014)

Slide 21

Explain: "Now that we have reviewed some strategies to improve the recruitment and selection of high-quality turnaround school leaders, let's walk through the steps in the process itself. The first step is recruitment. This is when a district engages in intensive efforts to attract a large and diverse pool of prospective principal candidates, from both internal sources (e.g., principals, assistant principals, and teacher leaders within the district) and external sources (e.g., principals of schools in neighboring districts and graduates of school leadership programs)."

Recruitment and Selection Process

- **Recruitment.** The district engages in intensive efforts to attract a large and diverse pool of prospective principal candidates from both internal and external sources.
- **Initial Eligibility Screen.** The district makes a preliminary assessment as to each candidate's basic eligibility.
- **District Competency Screening.** The candidate is evaluated by trained selectors against an objective set of criteria (interviews and performance tasks).
- **School Fit Panel Interviews.** From interviews, a diverse group of school representatives makes a recommendation as to the candidate's potential fit with their school.
- **Hiring.** The district superintendent or an appropriate designee formally approves the hire.

(TNTP, 2006)

Slide 22

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Explain: "Building a strong pool of turnaround principal candidates requires: defining what you are looking for in a leader, developing and executing a recruiting strategy, and building a pipeline of high-potential future leaders."
Facilitation Note: *Review slide.*
	Building a Candidate Pool
	
	1. Define a Profile of a High-Quality Candidate
	2. Develop and Execute a Recruiting Strategy
	  ▪ Project need
	  ▪ Prepare recruiters
	  ▪ Establish an identity
	  ▪ Attract and identify candidates
	  ▪ Determine those with the highest potential
	  ▪ Cultivate and convert high-potential candidates into applicants
	3. Build a Pipeline of New Rising Talent
	
	(Cheney, Davis, Garrett, & Holeran, 2010)
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	Slide 23

Explain: "How can you take your recruiting strategy up another notch? Make it competency based. What does that look like? ▪ Articulate the mission, vision, and goals ▪ Identify autonomy, support, and other appealing conditions ▪ Compensate for additional demands and responsibilities ▪ Develop criteria for identifying candidates with turnaround leader competencies ▪ Solicit recommendations and target outreach to external candidates ▪ Identify and cultivate high-potential internal candidates ▪ Eliminate barriers that might discourage potential talent"	**Competency-Based Recruiting** ▪ Articulate the mission, vision, and goals ▪ Identify autonomy, support, and other appealing conditions ▪ Compensate for additional demands and responsibilities ▪ Develop criteria for identifying candidates with turnaround leader competencies ▪ Solicit recommendations and target outreach to external candidates ▪ Identify and cultivate high-potential internal candidates ▪ Eliminate barriers that might discourage potential talent (Doyle & Locke, 2014) 24 Slide 24
Facilitation Note: *Ensure that all participants have a copy of the job description as well as a handout to complete the job description analysis. Also, refer participants to the Turnaround Leader Competencies handout as a reference.* **Explain:** "The objective of this activity is to identify how competencies are delineated in a turnaround leader job description and how a job description may be used to recruit candidates with the competencies needed to succeed in turnaround settings. Often, a job description also serves as a job announcement. It sometimes has to stand on its own as a marketing and recruiting device. In light of what you have just learned about the importance of using competencies in the recruitment process, please take a few minutes to read the job description and then complete a brief analysis, answering two questions from the handout provided: 1. Why would a turnaround leader want this job? 2. What are turnaround leader competencies articulated in this job description?" **Facilitation Note:** *Please provide participants with approximately 10 minutes to complete this work. Then ask*	**Activity: Recruitment** Analyze job announcement and description. ▪ Why would a turnaround leader want this job? ▪ What are turnaround leader competencies articulated in this job description? 25 Slide 25

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Section 5—Selecting Turnaround Leaders (30 minutes)

Explain: "Thank you for your thoughtful responses and ideas. We will now move on to talking about selecting turnaround leaders."

Selecting Turnaround Leaders

Slide 26

Facilitation Note: *Refer participants to the Selection Action Checklist handout as a reference.*

Explain: "The selection process has several steps. Each step should be standardized to ensure equitability across candidates and enable candidate comparisons. Each step also should have competency-based scoring criteria to ensure that selection is equitable and transparent. The interview committee should be briefed on both the selection process and criteria and, ideally, have had a norming opportunity to ensure that their ratings are consistent. The recommended steps in the selection process are as follows:

- After recruitment, the next step is typically the initial eligibility screen, wherein the district makes a preliminary assessment as to each candidate's basic eligibility for the principal position. An online or written application is most often used during this step; most organizations now use an online system that allows for quick screening for minimum qualifications.

- An additional step may be added to the specific turnaround leader position, such as a writing sample or an essay question, which will allow the candidate pool to be quickly narrowed down.

- For positions that have a large number of applicants who successfully meet the minimum qualifications and complete the writing sample or essay question, a short phone screen can be used to further reduce the size of the talent pool because in-person interviews are time consuming and labor intensive and should be conducted for only strong and highly qualified candidates.

Recruitment and Selection Process

- **Recruitment.** The district engages in intensive efforts to attract a large and diverse pool of prospective principal candidates from both internal and external sources.
- **Initial Eligibility Screen.** The district makes a preliminary assessment as to each candidate's basic eligibility.
- **District Competency Screening.** The candidate is evaluated by trained selectors against an objective set of criteria (interviews and performance tasks).
- **School Fit Panel Interviews.** From interviews, a diverse group of school representatives makes a recommendation as to the candidate's potential fit with their school.
- **Hiring.** The district superintendent or an appropriate designee formally approves the hire.

(TNTP, 2006)

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- The in-person interview components often include: a behavior event interview and performance tasks. - It is strongly recommended that turnaround school leader candidates be selected through a behavior event interview that identifies turnaround leader competencies evident in past behaviors. - Performance tasks are frequently used to observe candidates' problem-solving and communication skills. Performance tasks can include activities such as completing an analysis of data, reviewing a lesson or lesson plan, and providing feedback and coaching. These performance tasks or assessments of instructional leadership skills complement competency screening and provide for richer selection than behavior event interviews alone. - Matching candidates with schools is sometimes a step in the selection process that may be done by a panel of school and district representatives or through a community forum. - The last step in the selection process includes the district superintendent or an appropriate designee formally selecting and hiring a candidate. - Ideally, a final step in the process would be to systematically evaluate and improve the process for future selection."	

Explain: "In this activity, you will role-play two very brief interview experiences: a traditional interview and a behavior event interview. Find two people you know the least and form a triad. One person will be the turnaround principal candidate, one will be the interviewer, and one will be the observer/note taker who will record the candidate's response for later analysis. You will have three minutes to respond to one interview question."
 	
Facilitation Note: *At the end of three minutes, ask the participants to remain in their triads and move on to describe the BEI.*
	Interview Role Play
	
	■ Form triads:
	  • Candidate
	  • Interviewer
	  • Note taker
	■ Interview question: What is the most important thing a school leader can do to increase student achievement?
	
	Slide 28

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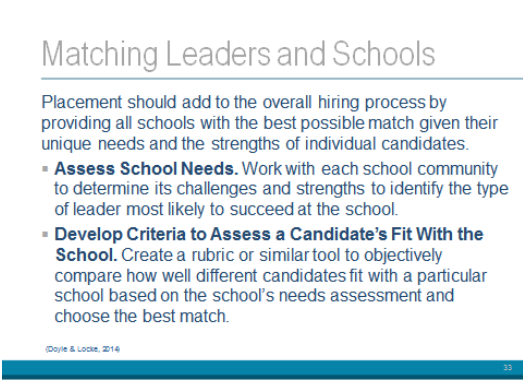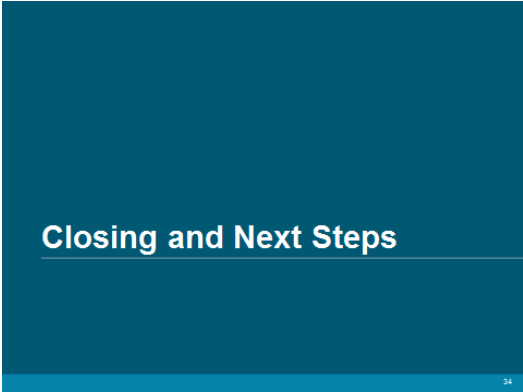|	
Facilitation Note: *Review slide on why a BEI is better than a traditional interview.*	**Behavioral Event Interviews** Why is a behavioral event interview (BEI) better than a traditional interview? ▪ Competencies are key predictors of how someone will perform at work. ▪ Two leaders with the same training and number of years of experience may have very different performance outcomes. ▪ BEIs ask candidates to describe detailed actions and thinking in past work events. ▪ Knowing actions that candidates have taken in the past is a strong predictor of actions they will take in the future. (Public Impact, 2008) Slide 29
Facilitation Note: *Refer participants to the BEI Script handout. Review the overview of the BEI process. Point out that we will not be completing a full interview and that this is not a complete training on how to conduct a BEI. Encourage participants to: focus on the headline; examine two to three highlights; and systematically walk through what they did, said, and thought at the time and how others responded.*	**Overview of the Behavioral Event Interview Process** BEI Process: ▪ Ask the candidate to recall a recent past event when he or she felt successful or dealt with specific situations. ▪ Ask for a brief summary of what led up to each situation and the critical milestones or headlines in the story. ▪ Ask the candidate to systematically walk through the story, recounting exactly what he or she did, said, thought, and felt and how others responded. ▪ Interrupt to probe for detail and stay focused on the candidate's actions, not on the actions of a team. (Public Impact, 2008) Slide 30

Explain: "Next, you will role-play an abbreviated behavioral event interview experience. In your same triad, with the same roles, respond to the new interview question. Interviewer, remember to interrupt if the candidate says "we" or moves away from describing his or her own actions, thoughts, and feelings from the event. Note taker, record the candidate's response for later analysis. You will have three minutes to respond to one interview question."
 	
Facilitation Note: *At the end of three minutes, ask people to remain in their triads and describe the competencies that you will ask them to use to evaluate these two responses.*
	Interview Role Play
	
	▪ BEI triad
	  ▪ Candidate
	  ▪ Interviewer
	  ▪ Note taker
	▪ Interview question: Think about a time when you felt very successful or proud of something you accomplished at work and tell me the story.
	
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Explain: "For the purpose of this activity, we have chosen two critical competencies for turnaround leaders: ▪ Achievement ▪ Impact and influence Use the achievement and impact and influence rubrics from the School Turnaround Leaders: Selection Toolkit to score the two responses in your triad. Observe where you do not have enough data to come up with a score." **Facilitation Note:** *Give teams three to five minutes to score responses and then debrief with the whole group what they have noticed about the two interview formats.*	Turnaround Leader Competencies Two critical competencies for turnaround leaders: 1. Achievement / Focus on Results 2. Impact and Influence Debrief: What do you notice about the two interview formats? See handout with detailed descriptions. 32 Slide 32
Facilitation Note: *Review slide content. Refer back to Selection Action Checklist handout.*	Matching Leaders and Schools Placement should add to the overall hiring process by providing all schools with the best possible match given their unique needs and the strengths of individual candidates. ▪ **Assess School Needs.** Work with each school community to determine its challenges and strengths to identify the type of leader most likely to succeed at the school. ▪ **Develop Criteria to Assess a Candidate's Fit With the School.** Create a rubric or similar tool to objectively compare how well different candidates fit with a particular school based on the school's needs assessment and choose the best match. (Doyle & Locke, 2014) 33 Slide 33

Section 6—Closing and Next Steps (10 minutes)

Facilitation Note: *Wrap up this session with closing and next steps.*	**Closing and Next Steps** 34 Slide 34

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Facilitation Note: *Gather closing thoughts—ask the whole group or table groups for one word or phrase to summarize the day; it may reflect content or emotion.* **Explain:** "What action will you commit to taking as a result of your learning today?"	Wrap-Up: Reflection ▪ Summarize the **learning.** ▪ Commit to **action.** Slide 35
Explain: "If you are interested in learning more about using turnaround leader competencies in developing and supporting turnaround leaders, consider participating in Part 3 of this professional learning module."	Using Turnaround Leader Competencies **Professional Learning Module** *Recruit, Select, and Support: Turnaround Leader Competencies* Part 1: Understanding Turnaround Leader Competencies Part 2: Recruiting and Selecting Turnaround Leaders Part 3: Developing and Supporting Turnaround Leaders Slide 36
Explain: "References used in the development of this module are included here."	References Center on Great Teachers and Leaders. (2014). *Talent development framework for 21st century educators: Moving toward state policy alignment and coherence.* Washington, DC: Author. Retrieved from http://www.gtlcenter.org/talent_development_framework Cheney, G., Davis, J., Garrett, K., & Holleran, J. (2010). *A new approach to principal preparation: Innovative programs share their practices and lessons learned.* Rainwater Leadership Alliance. Retrieved from http://www.anewapproach.org/docs/a_new_approach.pdf Clifford, M. (2012). *Hiring quality school leaders: Challenges and emerging practices.* Washington, DC: American Institutes for Research. Retrieved from http://www.air.org/resource/hiring-quality-school-leaders-challenges-and-emerging-practices Doyle, D., & Locke, G. (2014). *Lacking leaders: The challenges of principal recruitment, selection, and placement.* Washington, DC: Fordham Institute. Retrieved from http://publicimpact.com/lacking-leaders/ Kowal, J., & Hassel, E. A. (2011). *Importing leaders for school turnarounds: Lessons and opportunities.* Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in Education. Retrieved from http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/importing-leaders-for-school-turnarounds.PDF Slide 37

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Facilitation Note: *References continued*	 Slide 38
Explain: "For more information on the partner organizations that developed the content of this module and for related turnaround resources, please visit their websites."	 Slide 39
Explain: "Thank you for your attention and participation in this professional learning module on using turnaround leader competencies in recruiting and selecting turnaround leaders. Our contact information is included in your presentation handout. Please feel free to contact us if you have any additional questions."	 Slide 40

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