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| **Achievement First Leadership Competencies** | | |
| **Section** | **Competency** | **Description of the Competency** |
| **Attention to Results** | **Track Record of Results** | **This leader stays ever-focused on clear goals. This leader has a strong track record of driving results. This leader consistently delivers when given a clear goal. This leader drives student achievement in a way that is consistent with our broader excellence with equity focus. The leader cares about our commitment to serving students with special needs, having low suspension and attrition numbers, and backfilling through 8th grade.** |
| **Leadership of Self** | **Growth Mindset** | This leader has demonstrated growth in response to feedback. This leader consistently and actively seeks feedback to improve. This leader is visibly reflective, openly and proactively sharing learnings and owning their feedback bank. This leader seeks out and leans into feedback related to Diversity & Inclusiveness and proactively builds his/her mindsets and skills in those areas. |
| **Strive for Excellence** | This leader has a crystal clear vision of excellence for each component of his/her area of responsibility and is able to communicate this with clarity and rationale:  For instructional, school culture, and special services folks, this means a high bar for instruction aligned to AF's Essentials of  Effective Instruction.  For operations folks, this means a high bar for operations aligned to the DSO Essentials. This leader constantly notices, is bothered by, and responds with urgency to address gaps between excellence and current reality, not confusing "working on" with "winning." This leader ensures that in defining excellence, there is an asset-based belief about our students, parents, and communities. |
| **Stronger Together** | This leader has made the conscious choice to be the member of a team, including 1) elevating the team’s success above their own, 2) engaging in candid conflict and treating team-wide decisions as their own, and 3) aligning to the agreed-upon vision and practices of the team The leader expects the same choice to be made by their fellow teammates, the people they lead, and the people who lead them. They hold themselves and others accountable to Stronger Together. This leader chooses to be part of a network and cohort team, believing that leveraging an ever-evolving set of proven program practices increases the likelihood of success. They feel ownership of cohort and network results -- actively offering time, resources, and support for the greater good. |
| **Personal Org** | This leader consistently follows through and meets deadlines, doing what he/she says she will do. The leader is consistently on time. This leader effectively prioritizes and plans ahead. He/she has effective Q2/planning and calendar systems to plan at least 1-2 months ahead.  This leader leverages clearly defined systems (visions of excellence, timelines for key actions, repeatedly-do structures) so that execution on the ground matches the vision on paper. |
| **Awareness: Self & Social** | This leader is highly attuned to emotion. They are aware of and control their emotional state, can quickly “read a room” (awareness of where others are) and gauge their emotional impact on others.  This leader has a strong awareness of identity (especially racial), privilege, personal strengths, growth areas, triggers -- and how these are perceived and felt by others, especially across lines of difference. This leader can clearly and compellingly articulate a set of personal values and beliefs that drive their work – and where these values & beliefs come from. |
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| **Creating the Conditions** | **Warm & Demanding** | This leader demonstrates and communicates deep care/belief in people, actively listening and understanding the needs of the team.  This leader pushes people and teams to reach their full potential through clear and direct feedback that communicates an expectation of ownership of results. This leader is strong at warm demanding leadership (care and challenge) across lines of difference. |
| **Right People, Right Seat** | This leader hires effectively through strong point-of-choice interviewing. This leaders keeps talented people on the team through intentional succession planning and strong, motivational career conversations. This leader confronts low-performers with clear feedback and (as necessary) a PIP process.  This leader proactively seeks to build a diverse and inclusive team, including intentionally hiring to support leader weaknesses. This leader communicates an awareness of unconscious bias and proactively guards against it in interview & retention processes. |
| **Building and Nurturing High-Performing Team** | This leader effectively aligns and commits the team to explicitly-defined team values and norms. This leader has strong repeatedly do structures – rituals, org health survey debriefs, input and alignment cycles - to reinforce adult culture norms and "keep the water clean." This leader uses a mix of data and story-telling to inspire & align the team on a narrative (and address counter-narratives), celebrate progress and absolute achievements, establish urgency, surface growth, and create momentum. This leader carefully defines input processes to execute “conflict then commit” cycles on key decisions.  This leader defines and supports the team in a way that builds inclusion and enables people to bring their full selves to work. This leader ensures that a particular communication style is not over-valued and works hard to set the conditions where everyone can succeed. |
| **Achieve results through others** | **Provide clarity** | This leader ensures clarity of goals, roles & responsibilities. Everyone knows what their job is - and how success is measured This leader leverages clear, well-planned 1-on-1 and team meetings to ensure the team is on the same page/ has all key information This leader maximizes team-wide communication structures to ensure clarity and efficiency. This leader ensures that certain roles or tasks are not assumed to be better done by a particular group. |
| **Subject Matter Expertise** | This leader is an expert in his/her primary content area:  For instructional-facing folks, this means a deep understanding of standards, student work quality expectations, IPP, and FOI.  For school culture-facing folks, this means a deep understanding of AF's core culture practices and systems and the  Compass/SEL work.  For special services folks, this means deep understanding of specialized instruction and AF’s authentic compliance indicators.  For operations folks, this means a deep understanding of the vision of excellence in the DSO Playbook. This leader can model & share this expertise in ways that are clear and replicable for others. |
| **Feedback & Development** | This leader identifies the biggest gap between current reality and excellence -- and the highest-impact action steps to rapidly close gaps This leader has strong capacity in obs/feedback, real-time coaching (for all leaders), LASW, IPP, and practice-based PD (for instructional leaders) to close gaps and drive rapid skill development. This leader effectively works across lines of difference to develop talent. |
| **School Culture Foundation** | This leader's high bar for behavior is in service of academics and flows with clear rationale from deep belief and love, not from a place of fear and control. The core culture foundation sets up deeper investment work (I can, I want to, I believe others are there to support me). This leader ensures the consistent, effective execution of a clear, shared common picture and core systems (e.g. attendance, merit-demerit) that support a focused, safe, efficient environment.  For instructional and culture leaders, this leader is strong in the skills of modeling effective classroom management (leveraging strong taxonomy skills), resetting classrooms, removal / re-entry (including de-escalation), and stop-the-school moments. |
| **Response to Data** | This leader effectively analyzes data, identifying the biggest gaps and the highest-impact action steps to close the gaps. This leader responds with the right level of urgency to data, ensuring that little problems are closed before they become big problems. This leader sets up strong systems for analyzing data, creating clear plans and cycling back to previous action steps. |