This is an excerpt of a competency model Education First co-designed with a client. We aimed to include enough content to give you a sense for our approach, our deliverable, and how we embed DEI into our talent work. Please treat as confidential.

LEADERSHIP FRAMEWORK AND COMPETENCY MODEL

ABC ORG

UPDATED OCTOBER 2020

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Placeholder for ABC Org's DEI Commitment Statement
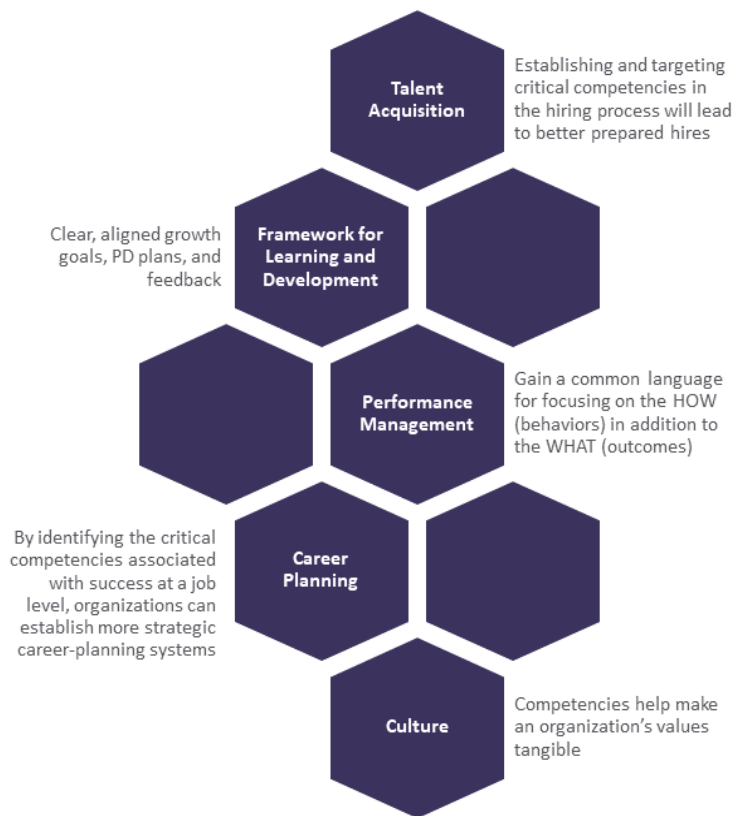
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Introduction

At ABC Org, we recognize that high-performing organizations build people policies, systems and supports that enable excellence and equity. High-performing organizations are distinguished by their ability to attract, develop and retain talented people, who are supported to succeed, in a culture that leads to breakthrough performance and results. We also recognize that our commitment to be a diverse, equitable, inclusive and anti-racist organization will only be realized if breakthrough performance and results are defined through an equitable lens and embedded in our systems, processes and decision-making structures. As such, we seek to provide greater clarity and coherence to our organization through ABC Org's Leadership Competency Model. **The ABC Org Leadership Competency Model articulates the essential cross-functional competencies – skills, mindsets and behaviors – that are most critical for success at ABC Org as a school-based or network-based leader.**

This model serves as the anchor for several associated talent management processes and tools that will enable us to more effectively select, develop, evaluate, retain and promote leadership at ABC Org.

Design Principles that Guided the Development of the Competency Model

→ **Best Practice-Driven:** The competency model is empirically derived, research-based and informed by a survey of all staff that garnered more than 470 responses (67% of all staff). To create the model, we relied upon the expertise of a national mission-aligned partner organization, Education First Consulting, as well as the practical experiences of high-performing leaders and teachers at ABC Org through a Task Force and six focus groups.

→ **Anchored in our Core Values:** Our Core Values – x, y, z – are integrated throughout the competency model to ensure alignment and organizational coherence.

→ **Anchored in DEIA Principles:** Our commitment to diversity, equity, inclusion and anti-racism is the lens used to develop the model. In addition, we sought to drive toward a significant impact on historically underserved students, engage and listen to staff at all levels at ABC Org and to seek a diverse range of resources and perspectives in the development process.

→ **Grounded to ABC Org's new Guiding Principles:** The model is aligned to our organization-wide guiding principles: 1) a, 2) b, 3) c, 4) d.

Talent Acquisition — Establishing and targeting critical competencies in the hiring process will lead to better prepared hires

Framework for Learning and Development — Clear, aligned growth goals, PD plans, and feedback

Performance Management — Gain a common language for focusing on the HOW (behaviors) in addition to the WHAT (outcomes)

Career Planning — By identifying the critical competencies associated with success at a job level, organizations can establish more strategic career-planning systems

Culture — Competencies help make an organization's values tangible

## Scope, Audience and Applications of the Competency Model

The Leadership Competency Model is designed for team members to use as they engage in meaningful and productive conversations about development and progression in the organization, whether in formal settings such as the staff development cycle or in informal settings like check-ins or coaching conversations. The Leadership Competency Model codifies clear expectations for excellent practice and creates shared clarity about the "how" of our work, especially how team members should meet their objectives, how they should be growing, and how ABC Org's core values should inform their practice. It also provides managers and team members with the clarity needed to have performance conversations. The model:

▪ **Creates common language** with which to ground conversations about practice and performance to support the growth and development of our people. This common language is especially important in a complex organization with team members working across multiple sites and with very different roles in designing, refining and delivering robust academic content, social/emotional development and leadership.

▪ **Specifies and clarifies expectations** that will allow team members to hold each other responsible for performance, and do so fairly, with diversity, inclusion and equity at the fore.

▪ **Creates a mechanism for team members to feel engaged in their own development** in a way that creates the culture our leaders, team members, families and students aspire to.

Anatomy of the Competency Model

The Leadership Competency Model is composed of a collection of domains, competencies and indicators, defined as:

1. **Domains:** a collection of 4-5 competencies
2. **Competencies:** the critical knowledge, skills and abilities needed across school and network leadership roles
3. **Indicators:** the key behaviors and actions that a leader who is proficient in the competency would demonstrate
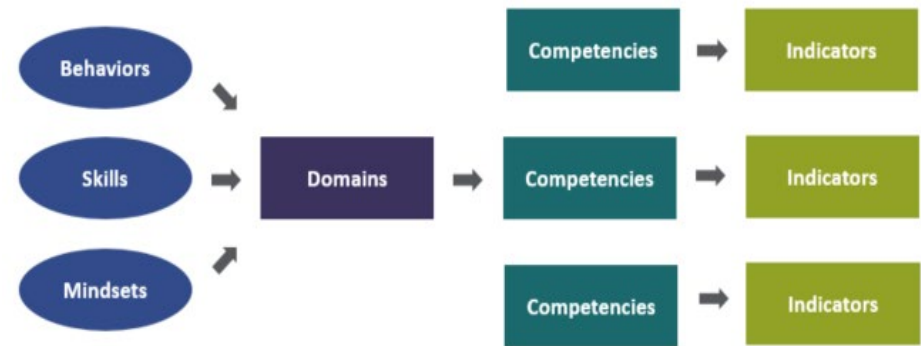
Organization of this Competency Model

The Leadership Competency Model is specifically designed to highlight the critical skills needed across all school and network leadership roles. Competencies fall within these five domains:

RACIAL EQUITY MINDSET	WHOLE STUDENT FOCUS	EFFECTIVE TEAMING	STRATEGIC LEADERSHIP	FUNCTIONAL COMPETENCIES
Creates and sustains a race equity culture through racial literacy, diversity, equity, inclusion and anti-racism (DEIA) skill building and leading self and others through awareness, growth and development.	Fosters a culture of academic success and social-emotional development through partnerships with students, families and community, and exhibits a deep belief in the potential and abilities of all students.	Effectively establishes, manages, develops, and promotes strong, diverse teams of individuals who constructively communicate and work together in service of our students and the community.	Works collaboratively and flexibly to create, evaluate, and improve systems and decision-making processes that enhance the organization's long-term success and strengthen outcomes for all stakeholders.	Applies expertise in instructional and/or operational leadership to maximize the success of ABC Org's students and ABC Org's organizational success.

Competency Model At-a-Glance

MISSION ALIGNMENT			
RACIAL EQUITY MINDSET		**WHOLE STUDENT FOCUS**	
Competencies	**Indicators**	Competencies	Indicators
Leading with Racial equity	▪ Identifies and removes barriers to DEIA ▪ Partners inclusively ▪ Disrupts racism	Academic Success and Social-Emotional Development	▪ Believes in students ▪ Supports diverse learners ▪ Develops students' social-emotional skills
Growth Mindset	▪ Reflects to develop self and others ▪ Seeks and incorporates feedback	Cultural Proficiency	▪ Respects the community ▪ Values and adapts to diversity
Self-Awareness and Management	▪ Understands self ▪ Maintains momentum under pressure ▪ Mitigates bias	Family and Community Partnerships	▪ Engages the community ▪ Responds to the community
EFFECTIVE TEAMING		**STRATEGIC LEADERSHIP**	
Competencies	Indicators	Competencies	Indicators
Building Relationship with Empathy	▪ Cultivates relationships ▪ Understands team needs ▪ Understands power dynamics	Adaptability and Flexibility	▪ Adapts and responds to change ▪ Innovates ▪ Works effectively in a variety of settings ▪ Leads through ambiguity
Effective Communication	▪ Communicates inclusively and in multiple modes ▪ Listens actively ▪ Negotiates conflict	Change Management and Leadership	▪ Champions change ▪ Understands needs of stakeholders and how change impacts them ▪ Motivates and supports others through change
Talent Development	▪ Coaches and develops others ▪ Holds self and others responsible for achieving at high levels ▪ Uses developmental tools to improve outcomes	Decision-Making	▪ Aligns decision-making with student success ▪ Uses inclusive and transparent decision-making processes ▪ Champions data for continuous improvement
Team Mindset	▪ Fosters collaborative relationships ▪ Values diverse perspectives ▪ Embraces teamwork	Planning and Execution	▪ Establishes and meets challenging, achievable goals ▪ Demonstrates personal drive and follow through
		Strategic and Systems Thinking	▪ Identifies root causes of challenges ▪ Develops sustainable and future-ready strategies ▪ Promotes equitable and inclusive systems

FUNCTIONAL COMPETENCIES		FUNCTIONAL COMPETENCIES	
Curriculum and Instruction	▪ Provides instructional leadership ▪ Develops culturally relevant curriculum ▪ Fosters a culture of continuous improvement	School Culture	▪ Fosters a culture of belonging ▪ Fosters a culture of learning and positive behavior
Operational Management	▪ Manages resources ▪ Executes operations systems ▪ Recruits and hires a diverse team	Technological Fluency	▪ Selects and evaluates technological tools ▪ Supports the use of technology

SCORING GUIDE

At ABC Org we value **growth**. We welcome feedback. We hunger for new ideas. We seek to expand our capacities. ABC Org's development and evaluation process stems from this shared value.

The indicator language we use in the competency model rubrics describes proficient practice, and the descriptions in the scoring guide below describe the extent to which a team member is consistently meeting expectations for their role. The purpose of providing a scoring guide to accompany the competency rubrics is to help team members locate their own practice, and the practice of those they support and evaluate, within the indicator language. In developmental conversations, this helps both parties call out what strengths to play to and where the specific opportunities for growth are. Within an evaluation, the table below provides guidance on how to rate a team member's practice.

Rating	Description
Highly Effective/ Expert	Significantly surpasses performance expectations in this competency. Recognized by others as a role model.
Proficient	Consistently meets, and at times may exceed, expectations and requirements for this competency.
Working Towards Proficiency	Partially meets expectations for this competency. Needs to further acquire or develop necessary skills within this competency or build consistency.
Improvement Necessary	Does not perform or meet expectations in most areas of this competency consistently. Rapid improvement in this area is required.

COMPETENCY MODEL EXCERPTS

MISSION ALIGNMENT

MISSION ALIGNMENT
At the heart of the competency model is the description of ABC Org's mission and values. There is a consistent expectation across all school and network leadership roles for Mission Alignment, and therefore does not have indicator language specific to each job family.
Embraces the importance of ABC Org being a diverse, equitable, inclusive and anti-racist organization and believes that staff members and our curricula must be windows and mirrors for our students, reflecting both our students' backgrounds as well as different life experiences Embodies ABC Org's core values of integrity, curiosity, community, empowerment, growth, daring and excellence, and consistently contributes to activities and conversations that promote the mission and core values of the organization Expects and supports others to uphold the organization's mission and values through words and actions and excites others about what's possible for students in partnership with families and communities

RACIAL EQUITY MINDSET

LEADING WITH RACIAL EQUITY				
Creates and sustains an organization rooted in ABC Org's commitment to DEIA by partnering with students, families and team members to shape the environment and removing any barriers (e.g., bias, racism, deficit-based schooling, low-expectations) associated with race that prevent all students and team members from reaching their full potential				
INDICATOR	**INDIVIDUAL CONTRIBUTOR**	**MANAGER**	**SENIOR MANAGER**	**EXECUTIVE**
Identifies and removes barriers to DEIA	Identifies structural barriers to DEIA and removes them wherever possible, and offers strategies to address individual biases or behaviors that prevent all team members from growing to their full	Identifies and removes structural barriers to DEIA wherever possible, considers team member suggestions and addresses individual biases or behaviors that prevent all team members from	Identifies and removes structural barriers to DEIA wherever possible, considers team member suggestions and addresses individual biases or behaviors that prevent all department and school	Identifies and removes structural barriers to DEIA wherever possible, considers school and network staff suggestions and addresses individual biases or behaviors that prevent all schools and

	potential	growing to their full potential	members from growing to their full potential	network members from growing to their full potential
Partners inclusively	Designs and engages in an inclusive approach by partnering with team members, students and families with diverse viewpoints Ensures students, families and staff members across identity groups participate in and are reflected in conversations and decisions that shape work	Designs and engages in an inclusive approach by regularly partnering with school, student and family stakeholders; considers who is missing from "the table," particularly the diverse viewpoints of students, families, team members and community, and takes action to include them Ensures students, families and staff members across identity groups participate in and are reflected in conversations and decisions that shape work	Partners inclusively with students, families, staff and relevant stakeholders to design and implement policies, practices and procedures that uplift their voices; considers who is missing from "the table," particularly the diverse viewpoints of students, families, team members and community, and takes action to include them Ensures equitable processes and policies and ensures students, families and staff members across identity groups participate in and are reflected in conversations and decisions that shape work	Partners inclusively with students, families, staff and relevant stakeholders to design and implement policies, practices and procedures that uplift their voices; considers who is missing from "the table," particularly the diverse viewpoints of students, families, staff members and community, and takes action to include them Ensures equitable processes and policies and ensures students, families and staff members across identity groups participate in and are reflected in conversations and decisions that shape work
Disrupts racism	Demonstrates awareness and understanding of racial equity, inequity, and racist behaviors and practices Recognizes racism and engages in practices that help to dismantle institutional racism by interrupting patterns and	Demonstrates awareness and understanding of racial equity, inequity, and racist behaviors and practices Recognizes racism and establishes and maintains an environment where addressing and disrupting institutional racism is the	Demonstrates awareness and understanding of racial equity, inequity, and racist behaviors and practices Recognizes racism and establishes and maintains an environment where addressing and disrupting institutional racism is the	Demonstrates awareness and understanding of racial equity, inequity, and racist behaviors and practices Recognizes racism and establishes and maintains an environment where addressing and disrupting institutional racism is the

	influencing others' engagement and participation	norm	norm and supports all teams to do the same	norm and supports all teams to do the same

GROWTH MINDSET

Promotes an organizational culture that consistently focuses on examining everyday practice through a racial equity lens to improve individual, team and organization-wide processes and performance.

INDICATOR	INDIVIDUAL CONTRIBUTOR	MANAGER	SENIOR MANAGER	EXECUTIVE
Reflects to develop self and others	Models reflection on strengths, growth areas and outcomes to improve individual and team work Aligns individual or team activities with systems that support continuous improvement with a focus on DEIA and excellence Believes in and is committed to developing others, including those from different backgrounds and with diverse styles	Establishes or fosters department culture that supports reflection on strengths, growth areas and outcomes to improve individual and team work Aligns team activities with systems that support continuous improvement with a focus on DEIA and excellence Works to improve skill development and coaching skills for team	Establishes and fosters a schoolwide or departmental culture that supports reflection on strengths, growth areas, outcomes and continuous improvement Implements and supports alignment to systems that support continuous improvement with a focus on DEIA and excellence Works to improve skill development and coaching skills for department	Establishes and fosters a network wide culture that supports reflection on strengths, growth areas, outcomes and continuous improvement Promotes an organizational culture of continuous improvement by ensuring alignment between processes and systems with a focus on DEIA and excellence Works to improve skill development and coaching skills for network and school leaders

Seeks and incorporates feedback	Proactively seeks and integrates feedback to maximize results Examines everyday work through a DEIA lens and aligns feedback and growth to those ideals	Models growth orientation and importance of feedback to improve self and team by seeking out and integrating feedback to maximize results Examines everyday work through a DEIA lens and aligns feedback and growth to those ideals	Models growth orientation and importance of feedback to improve self and school or department by seeking out and integrating feedback to maximize results Examines everyday work through a DEIA lens, aligns feedback and growth to those ideals and supports others to do so	Models growth orientation and importance of feedback to improve self and network by seeking out and integrating feedback to maximize results Examines everyday work through a DEIA lens, aligns feedback and growth to those ideals and supports others to do so

EFFECTIVE TEAMING

BUILDING RELATIONSHIPS WITH EMPATHY				
Cultivates positive relationships and demonstrates deep care and belief in others, while acknowledging power dynamics that influence relationships.				
INDICATOR	**INDIVIDUAL CONTRIBUTOR**	**MANAGER**	**SENIOR MANAGER**	**EXECUTIVE**
Cultivates relationships	Develops, maintains and strengthens relationships with team members	Develops, maintains and strengthens relationships with team members Develops and maintains relationships with key teammates across ABC Org	Fosters and facilitates positive relationships with others to advance efforts that support achievement of all students Develops and maintains relationships with key constituents and stakeholders outside of the school or network	Fosters and facilitates positive relationships with staff members, partners, key constituents and stakeholders across the network, to advance efforts that support achievement of all students, and supports others to do the same
Understands team needs	Demonstrates deep care/belief in people and	Demonstrates deep care/belief in people and	Creates a culture of deep care and belief in others	Creates a culture of deep care and belief in others

	seeks to understand the needs of the team and individuals	seeks to understand the needs of the team or department	and supports department or team to understand the needs of others	and supports school and network leaders to understand the needs of others Models listening with empathy and using the needs of the team to inform solutions
Understands power dynamics	Understands power dynamics and how they influence relationships	Coaches others in understanding power dynamics and how they influence relationships	Coaches others in understanding power dynamics and how they influence relationships Able to recognize and make adjustments that acknowledge power dynamics and help others do the same	Coaches others in understanding power dynamics and how they influence relationships Able to recognize and make large-scale adjustments that acknowledge and shift power dynamics and supports others to do the same Understands their own impact on power dynamic and adjusts behavior to make interactions more inclusive and equitable

TEAM MINDSET				
Fosters a culture of effective collaboration through strong relationships, diverse perspectives and promoting the value of teamwork.				
INDICATOR	INDIVIDUAL CONTRIBUTOR	MANAGER	SENIOR MANAGER	EXECUTIVE

Fosters collaborative relationships	Collaborates with team members to advance ABC Org's mission and goals	Builds strong, supportive relationships with colleagues, families and students Fosters a culture of effective collaboration within and across teams to advance ABC Org's mission and goals	Builds strong, supportive relationships with colleagues, families and students Fosters a culture of effective collaboration within and across teams to advance ABC Org's mission and goals	Builds strong, supportive relationships with colleagues, families and students and supports school and network leaders to do the same Fosters a culture of effective collaboration within and across teams to advance ABC Org's mission and goals
Values diverse perspectives	Seeks out and values the perspectives of others from all backgrounds and tenures Shares learnings with team members	Seeks out and values the perspectives of others from all backgrounds and tenures Promotes and facilitates knowledge-sharing and learning across the team	Seeks out and values the perspectives of others from all backgrounds and tenures and supports others to do so Promotes and facilitates knowledge-sharing and learning across the school or department	Makes clear that diverse perspectives are valued and valuable and demonstrates so in word and action Seeks out and values the perspectives of others from all backgrounds and tenures and supports others to do so Promotes and facilitates knowledge-sharing and learning across the network
Embraces teamwork	Elevates the team's success above their own Aligns one's actions to the agreed-upon vision and practices of the team	Elevates the team's success above their own Collaboratively establishes a vision and team practices for their school and organization	Elevates the team's success above their own Collaboratively establishes vision and team practices and aligns resources to support schoolwide, departmental or organizational alignment	Elevates the successes of schools, teams and the network above their own Collaboratively establishes vision and team practices and aligns resources to support organizational alignment

STRATEGIC LEADERSHIP

ADAPTABILITY AND FLEXIBILITY				
Resilient and open to change, encourages innovation, leads through ambiguity and works well with people of diverse backgrounds, experiences and perspectives.				
INDICATOR	**INDIVIDUAL CONTRIBUTOR**	**MANAGER**	**SENIOR MANAGER**	**EXECUTIVE**
Adapts and responds to change	Approaches work with a forward-looking orientation seeking solutions for the future Adapts and responds to change by incorporating new information and ideas	Creates and supports a team that approaches change with a forward-looking, solution-seeking orientation Creates conditions for teams to adapt and respond flexibly to change and to incorporate new information and ideas	Creates and supports a team or department that approaches change with a forward-looking, solution-seeking orientation Models resilience and openness to change when communicating about change efforts to the school or department Develops school or department culture that supports individuals to adapt and respond flexibly to change and incorporate new information and ideas	Creates and supports a network leadership team that approaches change with a forward-looking, solution-seeking orientation Models resilience and openness to change when communicating about change efforts to the network Develops network culture that supports individuals to adapt and respond flexibly to change and incorporate new information and ideas
Innovates	Explores and applies new and innovative approaches to directly and indirectly ensure student success	Encourages, explores and applies new and innovative approaches to directly and indirectly ensure student success	Models, encourages, explores and applies new and innovative approaches to directly and indirectly ensure student success Provides opportunities and support for team members	Stays up to date with innovations in the education sector and other sectors that can be translated to the ABC Org context Models, encourages,

			to apply new and innovative approaches and strategies	explores and applies new and innovative approaches to directly and indirectly ensure student success
				Provides opportunities and support for team members and schools to apply new and innovative approaches and strategies
Works effectively in a variety of settings	Works effectively in a variety of settings including with individuals and groups of diverse backgrounds, perspectives and experiences	Works effectively in a variety of settings including with individuals and groups of diverse backgrounds, perspectives and experiences Develops teams that work effectively across diverse backgrounds, perspectives and experiences	Develops school/organization culture where individuals and groups work effectively across diverse backgrounds, experiences and perspectives	Develops network culture where individuals and groups work effectively across diverse backgrounds, experiences and perspectives
Leads through ambiguity	Works effectively through ambiguity	Seeks and provides clarity to team in times of ambiguity	Proactively works to provide clarity to school or department in times of ambiguity	Proactively works to provide clarity to network in times of ambiguity

STRATEGIC AND SYSTEMS THINKING				
Synthesizes data from multiple and diverse perspectives and considers organization-wide implications to inform and develop equitable, inclusive strategies and solutions that positively impact ABC Org and its stakeholders.				
INDICATOR	**INDIVIDUAL CONTRIBUTOR**	**MANAGER**	**SENIOR MANAGER**	**EXECUTIVE**

Identifies root causes of challenges	Uses qualitative and quantitative data to identify the challenges facing colleagues, students and families	Supports team to use qualitative and quantitative data to identify the short- and long-term challenges facing team, students and families Surfaces insights from multiple diverse sources to understand root causes	Supports school or department to use qualitative and quantitative data to identify the most significant short- and long-term challenges facing school or department Compares, contrasts and draws insight from multiple diverse sources to understand root causes	Supports network to use qualitative and quantitative data to identify the most significant short- and long-term challenges facing school or department Compares, contrasts and draws insight from multiple diverse sources to understand root causes and supports teams to do the same
Develops sustainable and future-ready strategies	Engages colleagues and consults multiple diverse sources to identify best practices and strategies to address root causes of challenges	Identifies cross-functional implications of work and engages appropriate people and best practices to determine innovative and viable strategies to that address root causes of challenges Thinks beyond the school / department environment and makes decisions in the context of the bigger picture	Shapes school or department vision to better meet long-term objectives Supports team to understand cross-functional implications of work and to identify and prioritize innovative and viable strategies that address root causes of challenges Thinks critically and systematically about external trends and communicates implications for ABC Org	Shapes organizational vision, structure, governance and operations of ABC Org to better meet long-term objectives Supports team to understand cross-functional implications of work and to identify and prioritize innovative and viable strategies that address root causes of challenges Thinks critically and systematically about external trends and communicates implications for ABC Org

Promotes equitable and inclusive systems	Interrogates systems and strategies with a DEIA lens to ensure they are equitable and inclusive and connected to team or school's larger strategy	Interrogates systems and strategies with a DEIA lens to ensure they are equitable and inclusive and drive towards school or network priorities and outcomes Respond to and acts on feedback from team about concerns related to equitable and inclusive systems and strategies	Interrogates strategies and systems through a DEIA lens to ensure they are equitable and inclusive and drive towards school or network priorities and outcomes Disrupts and redesigns systems that are not equitable and inclusive	Interrogates strategies and systems through a DEIA lens to ensure they are equitable and inclusive and drive towards school or network priorities and outcomes Disrupts and redesigns systems that are not equitable and inclusive and coaches others to do the same

Resources

This is a placeholder page where you can link helpful internal documents like ABC Org's culture guide and DEIA commitment statement.