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Core Competencies of Hillsborough County School Leaders

Strong school leadership is essential to the success of our schools, and ultimately our students. School leaders make a direct impact on school culture, positively influence instructional quality and improve outcomes and long-term success rates for students.

In Hillsborough County, there are five core competencies that fall within three domains – all which serve as the foundation for excellence in instructional leadership.

- 1 **ACHIEVEMENT FOCUS AND RESULTS ORIENTATION**
- 2 **INSTRUCTIONAL EXPERTISE**
- 3 **MANAGING AND DEVELOPING PEOPLE**
- 4 **CULTURE AND RELATIONSHIP BUILDING**
- 5 **PROBLEM-SOLVING AND STRATEGIC CHANGE MANAGEMENT**

| DOMAIN | COMPETENCY | KEY ELEMENTS | GUIDING QUESTIONS |
|--------------------------|---|---|--|
| Instructional Leadership | Achievement Focus and Results Orientation | <ul style="list-style-type: none"> • Holds self and others accountable for high academic achievement of all students. • Creates and communicates a clear, compelling vision of high academic achievement and inspires others to fulfill the vision by gaining buy-in and commitment. • Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals. • Exhibits a commitment to equity and creates a sense of urgency to close achievement gaps and prepare all students for college and career success. | <ul style="list-style-type: none"> • How do school leaders communicate and drive the school's vision and goals? • How do school leaders use data to instill urgency around student learning and the role of a learning-focused culture in improving student achievement? • What specific actions do leaders need to take to address the closing of achievement gaps? • How do leaders organize the learning environment to respond to diversity and the varying needs of students? • How are high expectations for students exhibited by school leaders? |
| | Instructional Expertise | <ul style="list-style-type: none"> • Conducts high-quality classroom observations, identifies effective teaching practices and understands pedagogy that results in improved student learning. • Uses data to differentiate instructional support and interventions. Supports teachers in using data to differentiate instruction. • Ensures students master standards by aligning curriculum, instructional strategies and assessments. | <ul style="list-style-type: none"> • How do school leaders use observation data and student work to identify trends in teacher practice? • How do school leaders approach teacher observations in order to create a culture of feedback and development? • How well do leaders identify strengths and areas for growth while observing a lesson? • What evidence exists to show that curriculum, instruction and assessments are aligned? • How do school leaders make decisions about staff allocation and interventions to ensure that the varying needs of students are met? |

| DOMAIN | COMPETENCY | KEY ELEMENTS | GUIDING QUESTIONS |
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| Human Capital management | Managing and Developing People | <ul style="list-style-type: none"> • Provides clear expectations for staff performance and communicates success and needed improvements regularly. • Uses multiple methods to evaluate teacher and staff effectiveness and provides timely, targeted and actionable feedback. • Uses student and observation data to plan and target job-embedded and professional development and support for teachers. • Effectively identifies high and low performers, retains high performers, and develops or exits low performers. • Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning. • Exhibits effective recruitment, interviewing and selection skills that lead to quality hiring decisions. • Effectively assigns teachers to classes and provides quality onboarding experiences for new teachers. | <ul style="list-style-type: none"> • What evidence exists that the school leadership implements strategic efforts to recruit, hire, retain, induct, support, develop and evaluate staff? • How do school leaders use the evaluation process to make personnel decisions? • What evidence exists of the staff's access to professional growth opportunities? • How do school leaders use instructional practice and student learning data to identify, plan, implement and assess all types of professional development? • What methods of observation and feedback are used by school leaders and what evidence is used to show that it is impacting teacher practice and student learning? • How do school leaders use instructional coaches, mentors, and other teacher leaders to help improve instructional practice? |
| | Organizational/Systems Leadership | Culture and Relationship Building | <ul style="list-style-type: none"> • Establishes collaborative relationships with internal and external stakeholders to achieve objectives. • Creates a positive and safe environment for teachers, students, families and the community. • Resolves conflict in a direct but constructive manner, seeking "win-win" solutions. • Embraces diverse viewpoints and solicits stakeholder in decision-making. • Communicates effectively with all stakeholders. • Motivates, inspires, and moves other adults toward ownership and action. • Regularly reflects, accurately assesses own strengths and growth areas, and seeks feedback and professional development to improve. |
| Problem-Solving and Strategic Change Management | | <ul style="list-style-type: none"> • Collects, analyzes and uses multiple forms of data to make decisions. • Identifies problems, analyzes root causes and develops effective strategies to resolve issues. • Develops and implements effective action plans and adapts to changing circumstances. • Proactively plans and creates systems to accomplish school-wide goals. • Builds buy-in from diverse stakeholders and overcomes resistance to advance school improvement. | <ul style="list-style-type: none"> • How do leaders establish structures to support critical processes, such as curriculum development, comprehensive assessment, school improvement and performance management? • What evidence exists to show the equitable distribution of resources related to improved teaching, learning and school culture? • How do school leaders use evidence of success and the root cause of issues to continuously drive improvement efforts? • How do leaders plan their time to focus on improving culture, teaching and learning? |