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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
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?