

Leadership Development Standards and Competencies



Introduction

In an effort to identify, develop, and retain qualified and engaged leaders, the Hall County School District has worked collaboratively to develop a comprehensive set of leadership foundations, standards, and competencies to ensure clarity around the performance expectations of all leaders in the district. This document includes the Hall County School District Leadership Foundations, which set the expectations for every leader, and the Hall County School District Leadership Standards and Competencies that set forth the work of every leader in a set of behaviors that describe superior performance.

There are eight performance standards modeled after the Leader Keys Effectiveness System (LKES) standards identified by the Georgia Department of Education. This focus ensures alignment with our state department while affording the opportunity to demonstrate the distinctive character of leadership in Hall County School District that will strengthen the leadership legacy of our district. The competencies define leadership in HCSD by describing what exemplary practice looks like on the job, helping leaders internalize expectations, providing a self-assessment vehicle for individuals, and serving as an organizational tool for leadership development to monitor and align continuous improvement. The concepts extend across leadership positions. By approaching leadership development through competencies and skill development, we can determine which positions require which competencies because the skills needed may change based on the leadership level in the district.

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Leadership Foundations

In alignment with the district's mission of character, competency, and rigor for all, Hall County leaders exemplify the following foundational practices:



Character

- Exhibit a passion for students
- Seek continual growth as the lead learner
- Sustain a caring, trusting, and reflective culture that promotes active listening
- Engage teams, families, community members, and business partners to ensure the success of each student
- Accept responsibility for mistakes and make quick restitution to those affected



Competency

- Expect and promote a results-oriented environment
- Communicate the vision
- Identify, develop, and empower the right people for the right roles
- Provide constructive criticism with courage and compassion



Rigor

- Create a culture that inspires innovation and risk-taking
- Reflect upon and interrogate the organization's current sense of reality
- Understand the practice of defined autonomy that allows creative freedom while ensuring student achievement¹

The following values and dispositions exemplified by all Hall County leaders support our foundational philosophies of continuous improvement and leading by example:

Caring

Passion for
Students

Collaborative

Innovative

Relationship
Building

Integrity

DRAFT

Instructional Leadership

Hall County leaders foster the success of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

- ▶ Establishes high expectations for student success by communicating that all students can learn at high levels when provided appropriate and rigorous curriculum and instructional support
- ▶ Collaboratively develops, implements, and promotes a sustainable shared vision and mission for quality teaching and learning
- ▶ Acts in ways that consistently reflect the school's/district's vision, mission, and values
- ▶ Assists in developing and monitoring a school or system improvement plan that reflects a systemic and ongoing cycle of continuous improvement which includes data collection, analysis, planning, implementation, and evaluation
- ▶ Demonstrates that effective instruction is a clear priority by
 - observing instruction in classrooms
 - providing specific feedback to teachers
 - collaborating with instructional planning groups
 - protecting school-wide instructional time
- ▶ Facilitates school-wide collaboration within professional learning communities
- ▶ Plans and provides relevant professional learning opportunities that are data-driven and related to identified student achievement goals

School Climate

Hall County leaders foster the success of each student by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

- ▶ Demonstrates honesty and integrity through congruency in words and actions (“walk the talk”)
- ▶ Ensures that each student and each teacher is known, accepted and valued, respected, and feels a sense of belonging
- ▶ Coaches staff to create warm and caring relationships with students
- ▶ Ensures the formation of a culture defined by trust
- ▶ Develops and nurtures positive relationships with families and caregivers
- ▶ Seeks to understand the backgrounds, beliefs, and points of view of others through open dialogue and modeling inclusion and respect for diverse opinions and ideas
- ▶ Demonstrates a vital commitment to the vision of the school combined with actions and initiatives that build interdependence of others
- ▶ Facilitates shared ownership
- ▶ Responds to questions and concerns from the community with clear, specific, open, respectful, and timely information
- ▶ Develops organizational structures to recognize best practices and celebrate student and staff success
- ▶ Gathers information to assist in analyzing, assessing, and improving or sustaining the school’s existing culture

Human Resource Management

Hall County leaders foster effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

- ▶ Identifies, develops, and empowers the right people for the right roles
 - supports formal building-level employee induction processes for new personnel
 - develops informal procedures to support and assist all personnel
 - provides a mentoring process for appropriate personnel
- ▶ Cultivates leadership potential through personal mentoring
- ▶ Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress
- ▶ Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility
- ▶ Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel
- ▶ Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high-performing staff
- ▶ Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements

Teacher and Staff Evaluation

Hall County leaders fairly and consistently evaluate school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

- ▶ Provides timely formal and informal performance feedback on strengths and weaknesses using multiple sources consistent with district policies and maintaining accurate records
- ▶ Provides coaching structures for teachers and staff to improve job performance
- ▶ Involves teachers and staff in designing and implementing professional growth plans informed by performance feedback
- ▶ Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development

Planning and Assessment

Hall County leaders effectively gather, analyze, and use a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

- ▶ Models the use of progress, process, performance, and perception data to:
 - identify appropriate instruction models for students to increase growth and achievement
 - plan instructional strategies that enhance student growth and achievement
 - use available resources to develop a staffing plan that meets student needs

- ▶ Plans for time, personnel, and resources for teachers to collaboratively:
 - analyze student work
 - prepare common assessments
 - refine instructional plans
 - participate in professional learning

- ▶ Facilitates the analysis of data by:
 - selecting and prioritizing relevant data
 - using appropriate protocols to conduct data analysis
 - making individual, classroom, content, and school data understandable and relevant

Organizational Management

Hall County leaders foster the success of each student by supporting, managing, and overseeing the school's organization, operation, and use of resources.

- ▶ Effectively analyzes and prioritizes organizational needs, then aligns budget to support the continuous school improvement cycle
- ▶ Leads school teams to create innovative school-wide plans to support the school's continuous improvement cycle
- ▶ Identifies and empowers individuals and teams with resources to effectively impact organizational goals
- ▶ Ensures the design of a master schedule to maximize instructional time and use resources to positively impact student growth, achievement, and well-being
- ▶ Develops comprehensive school-wide student behavior plan that consistently applies policies and procedures to positively impact student growth, achievement, and well-being
- ▶ Ensures a comprehensive crisis management plan

Professionalism

Hall County leaders foster the success of each student by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

- ▶ Models practices, values, and dispositions in the HCSD Leadership Foundations
- ▶ Models ethical behaviors outlined in the Code of Ethics for the system and in the state in the execution of daily responsibilities
- ▶ Communicates core values and ethical beliefs through congruency in words and actions
- ▶ Makes decisions influenced by ethical values, considers the consequences of actions, and recognizes that leadership expectations reflect what is valued in the school
- ▶ Reflects to identify and improve high-leverage areas for professional growth
- ▶ Demonstrates knowledge and understanding of the skills required by school leaders as defined by the state and district professional standards

Communication and Community Relations

Hall County leaders foster the success of each student by communicating and collaborating effectively with stakeholders.

- ▶ Creates meaningful face-to-face communication with all faculty, staff, students, and parents to develop an inclusive school community characterized by a personalized culture of care
- ▶ Works with staff to employ a wide variety of strategies, including cultural responsiveness, to communicate with parents
- ▶ Actively engages parents in opportunities to learn how they can support and enhance student success
- ▶ Plans for purposeful two-way communication by regularly meeting with small groups of faculty, staff, students and parents to listen to concerns and suggestions regarding the school-wide vision and commitment to high standards of success for every student
- ▶ Develops reciprocal relationships with businesses and community organizations to increase mutual appreciation for each group's contribution to build our community enrich our community
- ▶ Continually develops interpersonal communication skills