# Omaha Principal Competency Overview

As of January 2016

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<th>OPS Domain</th>
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| Student Achievement & Engagement | Achievement and Results           | **Achievement and Results:** Leader articulates clear expectations and holds self and others accountable for achieving high results for all students.  
• Demonstrates high expectations and an unyielding belief that all students can and will achieve at high levels.  
• Holds self and others accountable for reaching high academic achievement of all students.  
• Articulates a clear and compelling vision to prepare all students for college, career, and community leadership.  
• Sets challenging goals, continuously monitors progress, and demonstrates persistence to overcome obstacles to achieve goals.  
• Proactively develops and implements school improvement plans to accomplish student achievement goals.  
• Helps teachers reach and engage each student based on individual needs and interests. |
|                             | Equity Leadership                 | **Equity Leadership:** Leader demonstrates awareness and conviction to address inequities and holds adults accountable for doing the same.  
• Creates urgency and develops plans to close achievement gaps and prepare all students for college and career success.  
• Addresses biases, engages in courageous conversations, and makes difficult decisions in the best interest of students.  
• Supports teachers and staff to skillfully address race, culture, class, language acquisition and unique student learning needs to ensure all students achieve at high levels. |
| Instructional Leadership    | Instructional Leadership          | **Instructional Leadership:** Leader helps all students master standards through data-driven instruction and staff evaluation and development.  
• Promotes student mastery of standards by implementing rigorous instructional strategies and assessments aligned to curricula.  
• Uses – and enables others to use – multiple forms of student achievement data to inform instruction and advance learning.  
• Ensures that teachers check for student understanding and clarify, reteach, or adjust instruction.  
• Partners with staff to provide students the appropriate scaffolds and interventions to meet their individual learning needs.  
• Evaluates staff and teachers. Observes classrooms to support effective teaching practices that result in improved student achievement.  
• Provides coaching and timely, targeted, actionable feedback to ensure growth in practice. |
| Talent Management           | Talent Management                 | **Talent Management:** Leader promotes professional learning, maximizes staff talent, and appropriately matches talent to student needs.  
• Differentiates approach based on performance: recognizes and retains high performers, provides targeted support to mid-performers, and develops or exits low performers.  
• Strategically selects and assigns staff to meet students’ unique needs.  
• Provides targeted professional development and support based on observation and student data. |
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| School Culture and Community       | School Culture: Leader creates a culture that promotes learning, collaboration, respect, and safety for all. | • Creates a positive, safe, respectful, and welcoming school culture that focuses on each student’s development.  
• Promotes collaboration among students, families, staff, and the community.  
• Shares leadership or delegates appropriately, leveraging individuals’ strengths and interests.  
• Sets and maintains clear expectations for students that inform positive behavior management strategies.  
• Engages families as integral partners in their children’s education. |
| Engagement                         | Communication & Interpersonal Skills: Leader skillfully and appropriately engages diverse constituents to meet student needs. | • Actively listens, solicits input from diverse stakeholders, and seeks to understand and address others’ perspectives and needs.  
• Effectively communicates with students, families, staff, and the community.  
• Moves adults to take action and ownership. Manages change, gains buy-in, and overcomes resistance.  
• Resolves conflict in a direct but constructive manner, seeking “win-win” solutions.  
• Develops and navigates school and district relationships and understands implications of actions.  
• Reflects, accurately assesses own strengths and growth areas, solicits candid feedback, and seeks ongoing growth opportunities. |
| Strategic Leadership to Drive      | Problem Solving and Strategic Thinking: Leader assesses situations, defines action plans, and solves problems to accomplish goals. | • Collects, analyzes and uses multiple forms of data to make informed decisions.  
• Identifies problems, analyzes root causes, and develops effective solutions.  
• Executes effectively: develops and implements action plans, anticipates risks, and adapts to changing circumstances. |
| Results                            | Operational Leadership: Leader develops school systems, procedures and protocols to maximize instructional time and attain school goals. | • Prioritizes, aligns, and effectively manages people, time, and resources (e.g., budget, facilities, etc.) to improve student outcomes and attain school goals.  
• Establishes clear systems and structures to maximize instructional time and student learning.  
• Delegates and monitors school operations to ensure a safe learning environment and asks for support to resolve issues as appropriate. |