

ADMINISTRATIVE CORE LEADERSHIP COMPETENCIES

Matrix Aligning Courses and Other Required Experiences with Core Leadership Competencies
(followed by separate Core requirements for supt., principals, spec. ed. dir., and comm. ed. dir.)

Competencies/ Courses and or Experiences														
A. Leadership														
A1: Collaboratively assessing and improving culture, and climate;														
A2: Providing purpose and direction for individuals and groups;														
A3: Modeling shared leadership and decision-making strategies;														
A4: Demonstrating an understanding of issues affecting education														
A5: Through a visioning process, formulating strategic plans and goals with staff and community;														
A6: Setting of priorities in the context of stakeholder needs;														
A7: Serving as a spokesperson for the welfare of all learners in a multicultural context;														
A8: Understanding how education is impacted by local, state, national, and international, events;														
A9: Demonstrating the ability to facilitate and motivate others;														
A10: Demonstrating the ability to implement change or educational reform.														
B. Organizational Management														
B1: Demonstrating an understanding of organizational systems;														
B2: Defining and using processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;														
B3: Planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating and empowering others at appropriate levels;														

Competencies/ Courses and or Experiences												
B4: Demonstrating the ability to analyze need and allocate personnel and material resources;												
B5: Developing and managing budgets and maintain accurate fiscal records												
B6: Demonstrating an understanding of facilities development, planning and management;												
B7: Understanding and using technology as a management tool.												
C: Diversity Leadership												
C1: Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners;												
C2: Creating and monitoring a positive learning environment for all students;												
C3: Creating and monitoring a positive working environment for all staff;												
C4: Promoting sensitivity of diversity throughout the school community;												
C5: Demonstrating the ability to adapt educational programming to the needs of diverse constituencies;												
D: Policy and Law												
D1: Developing, adjusting, and implementing policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications;												
D2: Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;												
D3: Demonstrating an understanding of state, federal, and case law governing general education, special education, and community education.												
E. Political Influence and Governance												
E1: Exhibiting an understanding of school districts as a political system, including governance models;												
E2: Demonstrating the ability to involve stakeholders in the development of educational policy;												
E3: Understanding the role and coordination of social agencies and human services;												

E4: Demonstrating the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.														
F. Communication														
F1: Formulating and carrying out plans for internal and external communications;														
F2: Demonstrating facilitation skills;														
F3: Recognizing and applying an understanding of individual and group behavior in normal and stressful situations;														
F4: Facilitating teamwork;														
F5: Demonstrating an understanding of conflict resolution and problem solving strategies														
F6: Making presentations that are clear and easy to understand;														
F7: Responding, reviewing and summarizing information for groups;														
F8: Communicating appropriately speaking, listening, and writing for different audiences such as students, teachers, parents, community, and other stakeholders														
F9: Understanding and utilizing appropriate communication technology														
G: Community Relations														
G1: Articulating organizational purpose and priorities to the community and media;														
G2: Requesting and responding to community feedback;														
G3: Demonstrating the ability to build community consensus;														
G4: Relating political initiatives to stakeholders, including parental involvement programs;														
G5: Identifying and interacting with internal and external publics;														
G6: Understanding and responding to the news media;														
G7: Promoting a positive image of schools and the school district;														
G8: Monitoring and addressing perceptions about school-community issues;														
G9: Demonstrating the ability to identify and articulate critical community issues that may impact local education.														

H: Curriculum Planning and Development for the Success of All Learners												
H1: Demonstrating the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-kindergarten, elementary, middle and junior high school, high school, special education, gifted and talented, and adult levels;												
H2: Demonstrating the ability to provide planning and methods to anticipate trends and educational implications;												
H3: Demonstrating the ability to develop, implement, and monitor procedures to align sequence, and articulate curriculum and validate curricular procedures;												
H4: Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;												
H5: Appropriately using learning technologies;												
H6: Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;												
H7: Demonstrating an understanding of the urgency of global competitiveness.												
I: Instructional Management for the Success of All Learners												
I1: Demonstrate an understanding of research of learning and instructional strategies;												
I2: Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels;												
I3: Demonstrating the ability to utilize data for instructional decision making;												
I4: Demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes;												
I5: Demonstrating the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.												
I6: Demonstrating the ability to appropriately use technology to support instruction.												

J. Human Resources Management

J1. Demonstrating knowledge of effective personnel recruitment, selection, and retention;													
J2. Demonstrating an understanding of staff development to improve the performance of all staff members;													
J3. Demonstrating the ability to select and apply appropriate models for supervision and evaluation;													
J4. Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;													
J5. Demonstrating understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;													
J6. Demonstrating understanding of labor relations and collective bargaining; and													
J7. Demonstrating understanding of the administration of employee contracts, benefits, and financial accounts;													

K. Values and Ethics of Leadership

K1: Demonstrating understanding of the role of education in a democratic society;													
K2: Demonstrating understanding of and model democratic value systems, ethics, and moral leadership													
K3: Demonstrating the ability to balance complex community demands in the best interest of learners;													
K4: Helping learners grow and develop as caring, informed citizens;													
K5: Demonstrating understanding and application of the Code of Ethics for Administrators under Part 3512.5200.													

L: Judgment and Problem Analysis

L1: Identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;													
L2: Demonstrating adaptability and conceptual flexibility;													
L3: Assisting others in forming opinions about problems and issues,													

L4: Reaching logical conclusions by making quality, timely decisions based on available information;													
L5: Identifying and giving priority to significant issues;													
L6: Demonstrating understanding of and utilize appropriate technology in problem analysis													
L7: Demonstrating understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation													
M. Safety and Security													
M1: Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments.													
M2: Demonstrating the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;													
M3: Demonstrating the ability to identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action;													
M4: Demonstrating understanding of procedural predictabilities and plan variations where possible.													
M5: Demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.													

FORM D: Matrix Aligning Courses with Superintendents' Competencies

Competencies/ Courses and or Experiences													
A. Policy and Law													
A1: Demonstrating an understanding of the role policy plays in school district governance and administration;													
A2: Demonstrating knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices;													
A3: Demonstrating an understanding of the roles and responsibilities of the School Board.													
B: Political Influence and Governance													
B1: Demonstrating an understanding of the role the political process plays in public education and the connection between them;													
B2: Demonstrating understanding of how to interact with local and state government.													
B3: Demonstrating understanding of the roles played by other community leaders in the school district.													
C: Communication													
C1: Demonstrating knowledge of cultivating positive relationships between and with School Board members;													
C2: Demonstrating understanding of the importance of communication leadership between school district and its community.													
D: Organizational Management													
D1: Demonstrating knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, generally acceptable accounting principles; and local, state, and federal finance calculations													
E: Judgment and Problem Analysis													
E1: Demonstrating knowledge of how to balance varied and competing interests to ensure the mission and vision of the school district is carried forward.													

FORM D: Matrix Aligning Courses with Principals' Competencies

Competencies/ Courses and or Experiences													
A. Instructional Leadership													
A1: Demonstrating the ability to understand and apply school-wide literacy and numeracy systems;													
A2: Demonstrating the ability to understand and apply district wide literacy and numeracy systems.													
B. Monitor Student Learning													
B1: Demonstrating the ability to create a culture that fosters a community of learners;													
B2: Demonstrating an understanding of student guidance systems and auxiliary services;													
B3: Demonstrating the ability to implement a positive and effective student management system;													
B4: Demonstrating the ability to develop and implement effective student discipline plans;													
B5: Demonstrating the ability to develop a master instructional schedule;													
B6: Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students;													
B7: Demonstrating the ability to understand and support a comprehensive program of student activities.													
C: K-12 Leadership													
C1: Demonstrating understanding of the articulation and alignment of curriculum from pre-school through grade 12;													
C2: Demonstrating understanding of different organizational systems and structures at pre-K, elementary, middle or junior high, and high school levels.													
C3: Demonstrating the ability to work with children of all ages;													
C4: Demonstrating the ability to work with parents, teachers and other staff in all levels of schooling;													
C5: Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next;													
C6: Demonstrating understanding of the developmental needs of children of all ages.													

FORM D: Matrix Aligning Courses with Directors of Special Education Competencies

Competencies/ Courses and or Experiences												
A. Policy and Law												
A1 Demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting and accounting;												
A2 Demonstrate an understanding of state and federal regulations governing the monitoring of special education programs.												
B. Organizational Management												
B1 Demonstrate an understanding of the role policy and procedure play in school district governance and administration;												
B2 Demonstrate knowledge of statutory regulations affecting Board meetings, communications, procedures, and practices that affect special education governance;												
B3 Demonstrate an understanding of special education administrative models used in Minnesota.												
C. Resource Allocation												
C1 Demonstrate an understanding of special education program development including needs assessment, design and evaluation;												
C2 Demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families;												

FORM D: Matrix Aligning Courses with Directors of Community Education Competencies

Competencies/ Courses and or Experiences												
A. Community Education Concepts												
A1 Understand and describe the history and philosophy of community education;												
A2 Demonstrate a knowledge and application of the principles of community education;												
A3 Demonstrate a knowledge of the role of the local school district’s administrative team and the community education director’s place within it;												
A4 Demonstrate, facilitate and lead the integration of community education into the pre- K-12 system;												
A5 Demonstrate the skills necessary to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures;												
A6 Demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs;												
A7 Demonstrate understanding of the resources available to support learners of all abilities.												
B. Community Capital												
B1 Demonstrate a knowledge of advisory councils, their role, organization, functions and development;												
B2 Demonstrate the ability to involve advisory councils in addressing community and school issues;												
B3 Demonstrate the ability to build collaborative partnerships in the community;												
B4 Demonstrate the ability to effectively identify the community political structures, both formal and informal;												
B5 Demonstrate the ability to identify and effectively use local, civic, and business resources to enhance the lifelong learning opportunities within the community;												
B6 Demonstrate the knowledge of the techniques used for developing leadership among community members;												
B7 Demonstrate knowledge about sustaining community involvement in the community												

Competencies/ Courses and or Experiences												
education process;												
B8 Demonstrate knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, generally acceptable accounting principles, and local, state, and federal finance calculations.												