



SEVEN CORE COMPETENCIES “THE EVALUATION OF MINNESOTA’S SCHOOL PRINCIPALS”

DEVELOPED BY MASA, MESPA, MASSP, AND BOSA

1. Strategic Leadership

A principal creates conditions that result in the shared and strategic creation of the school’s vision, mission, and goals in accordance with those established by the school district. A principal creates a climate of intellectual inquiry and informed opinions that challenges the school community to continually seek positive change by building on its core values and beliefs about both its preferred future and its high standards for all students. A principal acts on these core values and beliefs by developing strategic pathways to reach them.

CORE COMPETENCY/MINNESOTA COMPETENCY ALIGNMENT

A. Leadership

3. Model shared leadership and decision-making strategies;
5. Through a visioning process, formulate strategic plans and goals with staff and community;
10. Demonstrate the ability to implement change or educational reform.

L. Judgment and Problem Analysis

1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes and refraining possible solutions;
2. Demonstrate adaptability and conceptual flexibility;
3. Assist others in forming opinions about problems and issues;
4. Reach logical conclusions by making quality, timely decisions based on available information;
5. Identify and give priority to significant issues;
6. Demonstrate understanding of and utilize appropriate technology in problem analysis;
7. Demonstrate understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model appropriately their implementation.

2. Instructional Leadership

A principal sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners. A principal is knowledgeable about best curriculum and instruction as well as emerging education practices. A principal constantly refreshes this knowledge through ongoing professional development. A principal uses information, including student performance assessment data, to cause the creation of structures within the school designed to meaningfully hold all learners to high standards and to promote top

achievement for all students.

CORE COMPETENCY/MINNESOTA COMPETENCY ALIGNMENT

A. Leadership

4. Demonstrate an understanding of issues affecting education;

C. Diversity

1. Demonstrate an understanding and recognition of the significance of diversity, and respond to the needs of diverse learners;
5. Demonstrate the ability to adapt educational programming to the needs of diverse constituencies.

H. Curriculum Planning

1. Demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-k-elementary, middle/junior high school, high school, special education and adult levels;
2. Demonstrate the ability to provide planning and methods to anticipate trends and educational implications;
3. Demonstrate the ability to develop, implement and monitor procedures to align, sequence and articulate curriculum and validate curricular procedures;
4. Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
5. Appropriately use learning technologies;
6. Demonstrate an understanding of alternative instructional designs, curriculum, behavior management and assessment accommodations and modifications;
7. Demonstrate an understanding of the urgency of global competitiveness.

I. Instructional Management

1. Demonstrate an understanding of research of learning and instructional strategies;
2. Describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;
3. Demonstrate the ability to utilize data for instructional decision making;
4. Demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;
5. Demonstrate the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
6. Demonstrate the ability to appropriately use technology to support instruction;
7. Demonstrate the ability to meet the enrichment, remediation, and special education needs of all students.

J. Human Resource Management

2. Demonstrate an understanding of staff development to improve the performance of all staff members;
3. Demonstrate the ability to select and apply appropriate models for supervision and evaluation;

A. Principal Competency/Instructional Leadership

1. Demonstrate the ability to understand and apply school-wide literacy and numeracy

systems;

2. Demonstrate the ability to understand and apply district-wide literacy and numeracy systems.

B. Principal Competency/Monitor Student Learning

6. Demonstrate the ability to meet the enrichment, remediation, and special education needs of all students;

7. Demonstrate the ability to understand and support a comprehensive program of student activities.

C. Principal Competency/K-12 Leadership

1. Demonstrate understanding of the articulation and alignment of curriculum from pre-school through grade 12;

3. Demonstrate the ability to work with children of all ages;

5. Demonstrate understanding of the characteristics of effective transitions from one level of schooling to the next;

6. Demonstrate understanding of developmental needs of children of all ages.

3. Managerial Leadership

A principal is an educational leader who proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A principal ensures that the school is a professional learning community by establishing and maintaining processes and systems that result in recruitment, induction, support, evaluation, development, and retention of high-performing staff. A principal also uses processes that facilitate remediation and/or removal of nonperforming staff members. A principal engages in best professional practices targeted at student achievement and deploys budgets, schedules, staff, and other resources to secure best results for all students.

CORE COMPETENCY/MINNESOTA COMPETENCY ALIGNMENT

A. Leadership

2. Demonstrate leadership by providing purpose and direction for individuals and groups;

9. Demonstrate the ability to facilitate and motivate others;

B. Organizational Management

1. Demonstrate an understanding of organizational systems;

2. Define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;

3. Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;

4. Demonstrate the ability to analyze need and allocate personnel and material resources;

5. Develop and manage budgets and maintain accurate fiscal records;

6. Demonstrate an understanding of facilities development, planning and management;

7. Understand and use technology as a management tool.

J. Human Resource Management

1. Demonstrate knowledge of effective personnel recruitment, selection and retention;
- M. Safety and Security
1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;
 2. Demonstrate 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;
 3. Demonstrate the ability to identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action;
 4. Demonstrate understanding of procedural predictabilities and plan variations where possible;
- B. Principal Competency/Monitor Student Learning
2. Demonstrate an understanding of student guidance systems and auxiliary services;
 3. Demonstrate the ability to implement a positive and effective student management system;
 4. Demonstrate the ability to develop and implement effective student discipline plans;
 5. Demonstrate the ability to develop a master instructional schedule;
- C. Principal Competency/K-12 Leadership
2. Demonstrate understanding of different organizational systems and structures at pre-K, elementary, middle or junior high and high school levels;

4. Cultural Leadership

A principal understands the important role of culture as a contributor to student and school success. A principal honors the positive traditions, artifacts, symbols, values, and norms of the school and community that result in a sense of identity and pride upon which to build a productive future. Cultural leadership involves understanding the school and its people, how they came to their current state, and how to connect with their traditions to move them forward to support the school's efforts to achieve individual and collective goals. A principal helps build a strong and positive sense of community in the school.

CORE COMPETENCY/MINNESOTA COMPETENCY ALIGNMENT

- A. Leadership
1. Demonstrate leadership by collaboratively assessing and improving culture and climate;
 7. Serve as a spokesperson for the welfare of all learners in a multicultural context;
- C. Diversity
2. Create and monitor a positive learning environment for all students;
 3. Create and monitor a positive working environment for all staff;
 4. Promote sensitivity of diversity throughout the school community;
- M. Safety and Security
5. Demonstrate the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment

procedures.

B. Principal Competency/Monitor Student Learning

1. Demonstrate the ability to create a culture that fosters a community of learners;

5. Communications Leadership

A principal communicates purposefully with internal and external stakeholders. A principal is a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances. A principal communicates clearly, appropriately, and effectively to different audiences and individuals. A principal actively listens and seeks to clarify the information and intent of other communicators in the school environment.

CORE COMPETENCY/MINNESOTA COMPETENCY ALIGNMENT

F. Communication

1. Formulate and carry out plans for internal and external communications;
2. Demonstrate facilitation skills;
3. Recognize and apply an understanding of individual and group behavior in normal and stressful situations;
4. Facilitate teamwork;
5. Demonstrate an understanding of conflict resolution and problem solving strategies;
6. Make presentations that are clear and easy to understand;
7. Respond, review, and summarize information for groups;
8. Communicate appropriately (speaking, listening and writing) for different audiences—students, teachers, parents, community and other stakeholders;
9. Understand and utilize appropriate communication technology.

G. Community Relations

4. Relate political initiatives to stakeholders, including parental involvement programs;
6. Understand and respond to the news media;
7. Promote a positive image of schools and the school district;
9. Demonstrate the ability to identify and articulate critical community issues which may impact local education.

6. School Community Leadership

A principal designs structures and processes that result in community engagement, support, and ownership.

A principal understands the school community within the social and political context of the broader community.

A principal proactively creates opportunities for parents/guardians, community, members, and business representatives to be involved in and show support for the community's schools.

CORE COMPETENCY/MINNESOTA COMPETENCY ALIGNMENT

A. Leadership

6. Set priorities in the context of stakeholder needs;

D. Political Influence and Governance

1. Exhibit an understanding of school districts as a political system, including governance models;
2. Demonstrate the ability to involve stakeholders in the development of educational policy;
3. Understand the role and coordination of social agencies and human services;
4. Demonstrate the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.

G. Community Relations

1. Articulate organizational purpose and priorities to the community and media;
2. Request and respond to community feedback;
3. Demonstrate the ability to build community consensus;
5. Identify and interact with internal and external publics;
8. Monitor and address perceptions about school-community issues;

C. Principal Competency/K-12 Leadership

4. Demonstrate the ability to work with parents, teachers and other staff in all levels of schooling;

7. Ethical and Professional Leadership

A principal works collaboratively with the school staff and community members to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others. A principal is knowledgeable about and acts in accordance with state and federal statutes as well as with school policy; said actions are consistently targeted to the well-being of the students and school community. A principal exemplifies high standards of professional practice and behavior.

CORE COMPETENCY/MINNESOTA COMPETENCY ALIGNMENT

A. Leadership

8. Understand how education is impacted by local, state, national, and international events;

D. Policy and Law

1. Develop, adjust and implement policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications;
2. Recognize and apply standards of care involving civil and criminal liability for negligence, harassment and intentional torts;
3. Demonstrate an understanding of state, federal and case law governing general education, special education and community education.

J. Human Resource Management

4. Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. Demonstrate 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;

6. Demonstrate understanding of labor relations and collective bargaining;

7. Demonstrate understanding of the administration of employee contracts, benefits and financial accounts.

K. Values and Ethics of Leadership

1. Demonstrate understanding of the role of education in a democratic society;

2. Demonstrate understanding of and model democratic value systems, ethics and moral leadership;

3. Demonstrate the ability to balance complex community demands in the best interest of learners; and

4. Help learners grow and develop as caring, informed citizens;

5. Demonstrate understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators