

MN Core Leadership Competencies (required for all licensure areas)

1	2	3	4	5
SKILL/KNOWLEDGE				
A. Leadership		Self-Score (1-5) and Comments		Practicum Activity
A1. Collaboratively accessing and improving culture, and climate;		Strategic planning “Leadership throughout the building” committee		
A2. Providing purpose and direction for individuals and groups;		Chair of -LTtB Committee Discipline Committee Staff Development Committee Crisis Intervention Team		
A3. Modeling shared leadership and decision-making strategies;		Google.doc discussion of School-wide discipline Brought to Disc Comm for further discussion		
A4. Demonstrating an understanding of issues affecting education		- Teaching for 10 years		
A5. Through a visioning process, formulating strategic plans and goals with staff and community;		Strategic Planning Mtgs - Committees School Board		
A6. Setting of priorities in the context of stakeholder needs;		Liaison between board/admin and teachers as DOS -		
A7. Serving as a spokesperson for the welfare of all learners in a multicultural context; Serving as a spokesperson for the welfare of all learners in a multicultural context;		Teaching in Twin Cities for 3 yrs		
A8. Understanding how education is impacted by local, state, national, and international events;		Follow EdMN, Edutopia, etc on Twitter		Membership in MASSP; Review and action Superintendent’s weekly email from MDE
A9. Demonstrating the ability to facilitate and motivate others;		Army, DOS, and Committee Chair roles		
A10. Demonstrating the ability to implement change or educational reform.		New School-wide Discipline reform New recess guidelines		Rolled out new “google forms” for most teacher-office transactions (including referral process); Introduced “standards-based” curriculum concept, moving faculty forward along that continuum.

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B. Organizational Management	Self-Score (1-5) and Comments	Practicum Activity
B1. Demonstrating an understanding of organizational systems;		Reviewed/evaluated current committee structure; Restructured to fit our learning community better (fewer committees + Teacher Leadership Team)
B2. Defining and using processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;		Introduced google forms and Autocrat as a way to quickly generate usable data
B3. Planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating and empowering others at appropriate levels;		Helped put teachers in a position to establish goals for committees; picked Teacher Leadership Team members; empowered all to take ownership and provide feedback
B4. Demonstrating the ability to analyze need and allocate personnel and material resources;	School Board Meetings	Recommended non-renewals at year's end; interviewed and hired new staff; managed current staff to cover current student load
B5. Developing and managing budgets and maintain accurate fiscal budgets;	School Board Meetings	Worked with HS staff to develop FY17 budget; supervised all student activity accounts; oversight on all HS requisitions
B6. Demonstrating an understanding of facilities development, planning and management;	School Board Meetings	Reviewed actions of and provided input to facilities management team re: new bonding issue.
B7. Understanding and using technology as a management tool.		Google forms (referrals, time off, requisitions) to track, chart, and manage
C. Diversity Leadership	Self-Score (1-5) and Comments	Practicum Activity
C1. Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners;	UTEF, Teaching in St. Paul and MNPLS from 2005 to 2008	
C2. Creating and monitoring a positive learning environment for all students;	Monthly "Real Talk" w/Mr.Campbell sessions with students	Open door policy as principal
C3. Creating and monitoring a positive working environment for all staff;	Promoting "staff gathering" Going away, holidays, pot lucks	Support staff decisions; assist with interventions, be visible
C4. Promoting sensitivity of diversity throughout the school community;	Interactions with students and staff inside and outside of the school	

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C5. Demonstrating the ability to adapt educational programming to the needs of diverse constituencies;	Able to make 1-1 Chromebooks work with little access to wifi outside of school	
D. Policy and Law	Self-Score(1-5) and Comments	Practicum Activity
D1. Developing, adjusting, and implementing policy to meet local, state, and federal requirements and conditional provisions, standards, and regulatory applications;	IEP Meetings	504 Coordinator; ED 796
D2. Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;	CPI Training- conflict resolution, IEP Meetings,	ED 631
D3. Demonstrating an understanding of state, federal, and case law governing general education, special education, and community education.	IEP Meetings	ED 631
E. Political Influence and Governance	Self-Score (1-5) and Comments	Practicum Activity
E1. Exhibiting an understanding of school districts as a political system, including governance models;	Strategic Planning (leadership structure goal)	
E2. Demonstrating the ability to involve stakeholders in the development of educational policy;	Strategic Planning	
E3. Understanding the role and coordination of social agencies and human services;	Coordinated mandated reporter training and child mental health training with county CPS	Worked closely with Project ATTEND staff, County CPS, New Direction, etc
E4. Demonstrating the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.	Strategic Planning	
F. Communication	Self-Score (1-5) and Comments	Practicum Activity
F1. Formulating and carrying out plans for internal and external communications;	Email regularly w/staff and parents Twitter account to promote school/students	Scheduled and streamlined faculty meetings for efficient communication; flipped mtgs for reflection prior to and better discussion during
F2. Demonstrating facilitation skills;	Led Staff Development Committee mtgs and staff dev meetings in general -Discussions - Group Work	

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F3. Recognizing and applying an understanding of individual and group behavior in normal and stressful situations;	Led Staff Development Committee mtgs and staff dev meetings in general -Discussions - Group Work	
F4. Facilitating teamwork;	Led Staff Development Committee mtgs and staff dev meetings in general -Discussions - Group Work	
F5. Demonstrating an understanding of conflict resolution and problem solving strategies;	CPI	
F6. Making presentations that are clear and easy to understand;	Google intro to Strategic Planning WBWF presentation to School Board	
F7. Responding, reviewing and summarizing information for groups;	Follow up on strategic planning committee meetings Compile notes Summarize and present to board	
F8. Communicating appropriately speaking, listening, and writing for different audiences such as students, teachers, parents, community, and other stakeholders;	Emails to staff and parents, replies to student inquiries, Presenting to school board, meeting with local commercial club	
F9. Understanding and utilizing appropriate communication technology.	Gmail, school FB, Twitter, school newsletter, school website, event calendar	
G. Community Relations	Self-Score (1-5) and Comments	Practicum Activity
G1. Articulating organizational purpose and priorities to the community and media;	WBWF and Strategic Planning work	
G2. Requesting and responding to community feedback;	WBWF and Strategic Planning work	
G3. Demonstrating the ability to build community consensus;	Committee work	
G4. Relating political initiatives to stakeholders, including parental involvement programs;	Parent Drivers Ed class?	
G5. Identifying and interacting with internal and external publics;	Willow River Days, Ice Fishing Tournament, local American Legion	
G6. Understanding and responding to the news media;		Encourage Channel One News in Social Studies classroom; discuss current events with students;

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G7. Promoting a positive image of schools and the school district;	School FB, Twitter, website, in school campaign	
G8. Monitoring and addressing perceptions about school-community issues;	Rep/promote school in neighboring communities -clothing, bumper stickers, local news releases	
G9. Demonstrating the ability to identify and articulate critical community issues that may impact local education.		Attending board meetings both here and in surrounding areas; meet with superintendent regularly
H. Curriculum Planning and Development for the Success of All Learners	Self-Score (1-5) and Comments	Practicum Activity
H1. Demonstrating the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including early childhood, elementary, middle and junior high school, high school, special education, and adult levels;	Curriculum development, content area conferences Chromebook PLCs (schoolology v google classrooms)	
H2. Demonstrating the ability to provide planning and methods to anticipate trends and educational implications.	AYP aligned lesson plans (Last Year) Cross-curricular support of Reading and Math	
H3. Demonstrating the ability to develop, implement, and monitor procedures to align sequence, and articulate curriculum and validate curricular procedures;	Curriculum mapping last year	
H4. Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;	Curriculum Maps, Unit/Lesson Plans (taught past 10 years)	
H5. Appropriately using learning technologies;	Odysseyware, google.sites, chromebooks, iPads, ChannelOneNews, FB, Twitter	
H6. Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;	ALC teaching (Minneapolis, Duluth)	
H7. Demonstrating an understanding of urgency of global competitiveness.		Work to encourage College in the Schools, PSEO, WBL within our school to expose our students to more opportunities.
I. Instructional Management for the Success of All Learners	Self-Score (1-5) and Comments	Practicum Activity

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I1. Demonstrate an understanding of research of learning and instructional strategies;	10 years teaching	
I2. Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels;	10 years teaching	
I3. Demonstrating the ability to utilize data for instructional decision making;	10 years teaching	
I4. Demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes;	10 years teaching	
I5. Demonstrating the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.	10 years teaching	
I6. Demonstrating the ability to appropriately use technology to support instruction.	Classroom since 2012	
J. Human Resource Management	Self-Score (1-5) and Comments	Practicum Activity
J1. Demonstrating knowledge of effective personnel recruitment, selection, and retention;	Strategic Planning Exit interviews Retention surveys	
J2. Demonstrating an understanding of staff development to improve the performance of all staff members;	Staff Development Committee Surveys Resources, EdCamps, NASC Schoolology site	
J3. Demonstrating the ability to select and apply appropriate models for supervision and evaluation;		Worked with admin team to establish criteria, rubric, process for observations and evaluations
J4. Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;		Participated in the job listing, question generating, interviewing, and hiring process over the past summer;
J5. Demonstrating an 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;		Meet with superintendent weekly; address issues raised in his weekly emails from the state; keep up to date with MASSP and NASSP case studies.
J6. Demonstrating understanding of labor relations and collective bargaining; and	Attend/participate in Union mtgs	

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J7. Demonstrating understanding of the administration of employee contracts, benefits, and financial account;	Union mtgs, board mtgs, etc	
K. Values and Ethics of Leadership	Self-Score (1-5) and Comments	Practicum Activity
K1. Demonstrating an understanding of the role of education in a democratic society;	Taught Gov/Citz for 7 yrs	
K2. Demonstrating an understanding of and model democratic value systems, ethics, and moral leadership;	Include all stakeholders in discipline reform	
K3. Demonstrating the ability to balance complex community demands in the best interest of learners;	10 years teaching and DOS role	
K4. Helping learners grow and develop as caring, informed citizens;	Am.Gov/Citz Senior class advisor Dean of Students	
K5. Demonstrating an understanding and application of the Code of Ethics for Administrators under Part 3512.5200.		Class resources and discussions with superintendent
L. Judgment and Problem Analysis	Self-Score (1-5) and Comments	Practicum Activity
L1. Identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;	Daily in role as DOS	
L2. Demonstrating adaptability and conceptual flexibility;	Role of Dean of Students (DOS)	
L3. Assisting others in forming opinions about problems and issues;	Role of Dean of Students (DOS)	
L4. Reaching logical conclusions by making quality, timely decisions based on available information;	Role of Dean of Students (DOS)	
L5. Identifying and giving priority to significant issues.	Role of Dean of Students (DOS)	

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L6. Demonstrating understanding of and utilize appropriate technology in problem analysis;		Incorporate google.forms for tracking and charting trends
L7. Demonstrating understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.		Established a Teacher Leadership Team; worked on committees, set policy, issued directives
M. Safety and Security	Self-Score (1-5) and Comments	Practicum Activity
M1. Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments;	Crisis Team Leader Military experience School security staff experience	
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;	Crisis Team Leader Military experience School security staff experience	
M3. Demonstrating the ability to identify areas of vulnerability associated with school buses, buildings and groups and formulate a plan to take corrective action;	School-wide security assessment Work with local LEO GoGM Conference attendance	
M4. Demonstrating understanding of procedural predictabilities and plan variations where possible;		Adjusted lock-down procedures; worked to establish clearer emergency plans with admin team
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.	Ron Gladoski's program/follow up	