

Department of Educational Leadership
Minnesota State University, Mankato
K-12 Principal

Per Minnesota State Board Rule 3512.0500 each candidate for licensure as a K-12 Principal must demonstrate *entry level* competency in each of the 21 subject areas. The demonstration is of *knowledge, skill, and disposition* for each of the separate competencies. At MSU, Mankato, we require the demonstration at the end of the licensure program, in the graduate course Ed. Ad. 670, Situational Observation. Students will not be recommended for K-12 Principal licensure until successful completion of the exit evaluation of the competencies.

Students should begin collecting evidence that may demonstrate their own *administrator's entry level competency* in a final portfolio review. It is important to note that it is to be an *administrator's portfolio*, not a *teacher's or counselor's or other professional portfolio*. Throughout the Educational Administration program, each graduate student will work to make the transition from a teacher/counselor/other professional to administrator.

To prepare for maximum learning during the educational program, we require an entry level assessment done in Ed Ad 633, School Administration. Following are the competencies for K-12 Principal as listed by state rule:

1-LEADERSHIP

Provide purpose and direction for individuals and groups; shape school culture and values; facilitate the development of a shared vision for the school; formulate goals and plan change efforts with staff by setting priorities in the context of community and district priorities and student and staff needs.

2-INFORMATION COLLECTION

Gather data and facts from a variety of sources about families, students, parents, staff members, administrators, community members; seek knowledge about policies, rules, laws, precedents, or practices; manage data flow; classify and organize information for use in decision making and monitoring information.

3-PROBLEM ANALYSIS

Identify the elements of a problem situation by analyzing relevant information, frame issues, and identify possible causes; seek additional needed information and frame and reframe possible solutions; demonstrate conceptual flexibility; assist others in forming opinions about problems and issues.

4-JUDGMENT

Reach logical conclusions by making quality, timely decisions based on the available information; demonstrate adaptability; give priority to significant issues.

5-ORGANIZATIONAL OVERSIGHT

Plan and schedule work so that resources are used appropriately and goals are met; schedule the flow of activities; establish procedures to regulate activities; monitor projects to meet deadlines.

6-IMPLEMENTATION SKILLS

Put programs into action; facilitate the coordination and collaboration of tasks; establish project checkpoints and monitor progress; provide corrections when actual outcomes start to diverge from intended outcomes or when new conditions require adaptation; support those persons responsible for carrying out projects and plans.

7-DELEGATION OF AUTHORITY

Assign projects, tasks and responsibilities with delegated authority to accomplish them in a timely and acceptable manner; utilize subordinates effectively; follow up on delegated activities.

8-INSTRUCTION AND THE LEARNING ENVIRONMENT

Create a school culture for learning; envision and enable instructional and auxiliary programs for the improvement of teaching and learning; recognize the developmental needs of elementary, secondary, and middle level students in order to design positive learning experiences; accommodate differences in cognition and achievement; mobilize the participation of appropriate people to develop programs and to establish a positive learning environment.

9-CURRICULUM DESIGN

Understand major curriculum design models and interpret school district curricula; initiate needs analysis and plan and implement with staff within a framework for instruction; align curriculum and outcomes; monitor social and technological developments as these developments affect curriculum, including youth service programs; solicit input from families, parents, the public and the business community; adjust curriculum content as needs and conditions change.

10-STUDENT GUIDANCE AND DEVELOPMENT

Understand and accommodate student growth and development; provide for student guidance and auxiliary services; utilize community organizations in responding to family needs; enlist the participation of people to design and conduct programs for connecting school programs with plans for adult life; plan for a comprehensive program of student activities.

11-STAFF DEVELOPMENT

Work with faculty and staff to identify professional needs and to plan, organize, and facilitate programs that improve faculty and staff effectiveness that are consistent with institutional goals and needs; supervise individuals and groups; provide feedback on staff performance and arrange remedial assistance; engage faculty and others to plan and participate in recruitment and development activities; initiate self-development; ensure the provisions of training for all general education, special education, and interagency staff, including administrative, professional, paraprofessional, and support staff, on skills for collaboration, teaming, consulting and conflict resolution.

12-MEASUREMENT AND EVALUATION

Determine what diagnostic information is needed about students, staff and the school environment; examine the extent to which outcomes meet defined standards, goals or priorities; draw inferences for program revisions; interpret measurements or evaluations; relate programs to outcomes; develop equivalent measurements of competence and design accountability mechanisms.

13-RESOURCE ALLOCATION

Procure, apportion, monitor, account for and evaluate fiscal and human materials and time resources to reach outcomes that reflect the needs and goals of the school; plan and develop the budget process with appropriate staff.

14-MOTIVATION

Develop conditions that enhance the staff's willingness to focus on achieving educational excellence; plan and encourage participation; facilitate teamwork and provide intellectual stimulation and support innovation; recognize and reward effective performance; provide feedback, coaching, guidance and needed resources.

15-SENSITIVITY

Understand the concerns of others; deal tactfully with others; work with others in stressful situations or in conflict; manage conflict and obtain feedback; recognize multicultural differences; advocate for family and child issues and work with families to develop parent involvement in the education of children.

16-ORAL AND NONVERBAL EXPRESSION

Make presentations that are clear and easy to understand and clarify and restate questions; respond, review and summarize information for groups; utilize communication aids; recognize cultural and gender-based norms; adapt to audiences and make educational issues clear to parents and the public.

17-WRITTEN EXPRESSION

Express ideas clearly in writing; write appropriately for different audiences, such as students, teachers and parents; prepare memoranda, letters, reports and other job-specific documents.

18-PHILOSOPHICAL AND CULTURAL VALUES

Act with an understanding of the role of education in a democratic society in accordance with accepted ethical standards; recognize philosophical influences in education; reflect an understanding of American culture including current social and economic issues related to education.

19-LEGAL AND REGULATORY APPLICATION

Act in accordance with federal and state constitutional provisions, statutory law and regulatory applications governing education; work within local rules, procedures and directives; recognize standards of care involving civil and criminal liability for negligence, harassment and intentional torts; administer contracts and financial accounts; understand: state and federal laws governing special education, alternative instructional designs, curriculum and behavior modifications, assessment accommodations, parent involvement and labor relations, and collective bargaining.

20-POLICY AND POLITICAL INFLUENCES

Understand schools as political systems; identify relationships between public policy and education; recognize policy issues; examine and effect policies individually and through professional and public groups; relate policy initiatives to the welfare of students and families; address ethical issues.

21-PUBLIC AND MEDIA RELATIONS

Develop perceptions about school issues; interact with internal and external publics; understand and respond to the news media; initiate and report news through appropriate channels; manage school reputations by promoting a positive image; enlist public participation and support; recognize and provide for various markets.