

Superintendent Licensure Competencies (MN Rules, Chapter 3512)

A program leading to the licensure of superintendents must provide an applicant for licensure with knowledge, skills, and abilities in all of the subjects listed in subparts 2 to 9.

Subp. 2. Leadership and district culture. Possessing leadership skills and knowledge of district culture includes the ability to:

- A. demonstrate collaborative leadership by developing district vision, school culture, and climate;
- B. provide purpose and direction for individuals and groups;
- C. demonstrate an understanding of issues affecting education;
- D. formulate strategic plans and goals with staff and community;
- E. set priorities in the context of community, student, and staff needs; and
- F. serve as a spokesperson for the welfare of all students in a multicultural context.

Subp. 3. Policy and governance. Possessing skills in policy and governance includes the ability to:

- A. develop and implement procedures for working with the commissioner of Children, Families, and Learning in defining expectations, working relationships, and strategies for formulating district policy for external and internal programs;
- B. adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications;
- C. recognize and apply standards involving civil and criminal liabilities;
- D. understand state and federal laws governing special education;
- E. understand alternative instructional designs, curriculum, behavior modifications, and assessment accommodations;
- F. foster family and parent involvement in the education of children; and
- G. understand labor relations and collective bargaining.

Subp. 4. Communications and community relations. Possessing knowledge of communications and community relations includes the ability to:

- A. articulate district purpose and priorities to the community and media;
- B. request and respond to community feedback and demonstrate consensus building and conflict mediation;
- C. identify, track, deal with issues, and formulate and carry out plans for internal and external communications;
- D. exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support;
- E. align constituencies in support of district priorities, building coalitions to gain financial and programmatic support, and to formulate strategies for referenda; and
- F. relate political initiatives to children and families, including parental involvement programs.

Subp. 5. Organizational management. Possessing organizational management skills includes the ability to:

- A. demonstrate an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making;
- B. manage the flow of data, frame and solve problems, frame and develop priorities, and formulate solutions;

- C. assist others to form reasoned opinions and research logical conclusions and make quality decisions to meet internal and external customer expectations;
- D. plan and make decisions to meet customer expectations;
- E. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels; and
- F. secure and allocate human and material resources, develop and manage the district budget, and maintain accurate fiscal records.

Subp. 6. Curriculum planning and development. Possessing knowledge of curriculum planning and development includes the ability to:

- A. design curriculum and strategic plans for elementary, secondary, and middle level students that enhance teaching and learning in multiple contexts;
- B. provide planning and methods to anticipate occupational trends, youth service programs, and their educational implications;
- C. identify instructional objectives and validation procedures for curricular units;
- D. align and sequence curriculum by using valid and reliable performance indicators and by testing procedures to measure performance outcomes; and
- E. describe the proper use of learning and information technologies.

Subp. 7. Instructional management. Possessing skills in instructional management includes the ability to:

- A. demonstrate knowledge of instructional management that includes research findings on learning and instructional strategies, instructional time, advanced technologies, and resources to maximize student outcomes; and
- B. describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.

Subp. 8. Human resource management. Possessing knowledge of human resource management includes the ability to:

- A. utilize a staff evaluation and development system to improve the performance of all staff members;
- B. select appropriate models for supervision based on adult motivation research;
- C. identify employee benefits packages; and
- D. describe and apply the legal requirements for personnel selection, development, retention, and dismissal.

Subp. 9. Values and ethics of leadership. Possessing knowledge of values and ethics of leadership includes the ability to:

- A. understand and model value systems, ethics, and moral leadership and know the role of education in a democratic society;
- B. exhibit multicultural and ethnic understanding of behavior and adapt educational programming to the needs of diverse constituencies;
- C. balance complex community demands in the best interest of the student and scan and monitor the environment for opportunities for staff and students;
- D. respond in an ethical and skillful way to the news media; and
- E. coordinate social agencies and human services to help students grow and develop as caring, informed citizens.

STAT AUTH: MS s 125.05; L 1993 c 224 art 12 s 34; L 1996 c 412 art 9 s

14

HIST: 21 SR 804; L 1998 c 397 art 11 s 3; L 1998 c 398 art 5 s 55

Current as of 01/05/00