Superintendent
Competency Assessment
Administrative Licensure Program
Initial and Formative Assessment Document

HAMLINE UNIVERSITY
School of Education

Name: _____

Hamline ID#: _____

Date of Initial Competency Assessment: _____

Date of Formative Assessment: _____

Hamline University will provide initial assessment for all incoming candidates based on Administrative Competencies passed in May of 2008 in Minnesota Rules, Chapter 3512. Once the competencies have been met by the candidate, Hamline University will certify completion to the Minnesota Department of Education and the Minnesota Board of Teaching. In order to meet competency requirements, in addition to the Initial Competency Assessment, candidates must complete all prescribed coursework, field experience requirements and portfolio requirements, in addition to successfully completing an Exit Interview.

DIRECTIONS:

1. For each competency indicator, indentify experiences that contributed to competency development in the competency area.
2. Use the scoring rubric below that best describes your level of knowledge and experience in each of the indicators in a competency area.
3. Average your indicators scores for each competency in the shaded area near the competency title to determine numerical score for the competency area. The level of knowledge and skill should be compared to those needed for/demonstrated by a District Superintendent.
4. Complete the self-evaluation at the end of the document prior to submitting to your instructor/advisor.

Rate your depth of knowledge and skill for each indicator, and overall competency area, using the rating below.
Keep in mind that these ratings should indicate your level of knowledge and experience for the role of District Superintendent.

0=None/NA
1=Some knowledge in this area
2=Exposure and some demonstration of competence
3=Demonstrates competence in this area*
4=Demonstrates proficiency in this competency area
5=Highly proficient and effective in this competency area

Initial Assess. Score	Formative Assess. Score	Competency	Experience
		1. Leadership	
		a. Collaboratively assessing and improving culture and climate	
		b. Provide purpose and direction for individuals and groups	
		c. Model shared leadership and decision-making strategies	
		d. Demonstrate an understanding of issues affecting education	
		e. Through a visioning process, formulating strategic plans and goals with staff and community	
		f. Set priorities in the context of stakeholder needs	
		g. Spokesperson for the welfare of all learners in a multicultural context	
		h. Understand how education is impacted by local, state, national and international events	
		i. Demonstrate the ability to facilitate and motivate others	
		j. Demonstrate the ability to implement change and education reform	
		2. Organizational Management	
		a. Demonstrate an understanding of organizational systems	
		b. Define process for gathering, analyzing, managing data to plan and make decisions for programs	
		c. Schedule personal and organizational work establishing procedures to regulate, delegate and empower	
		d. Demonstrate the ability to analyze need and allocate personnel and material resources	
		e. Develop and manage budgets and maintaining accurate fiscal records	
		f. Develop an understanding of facilities development, planning and management	
		g. Understand and use technology as a management tool	

Initial Assess. Score	Formative Assess. Score	Competency	Experience
		3. Diversity Leadership	
		a. Demonstrate and recognize the significance of diversity and responding to all needs	
		b. Create and monitor a positive environment for all learners	
		c. Create and monitor a positive environment for all staff	
		d. Promote sensitivity of diversity throughout the school community	
		e. Demonstrate the ability to adapt education programs to the needs of diverse constituencies	
		4. Policy and Law	
		a. Develop and implement policy to meet local, state, federal requirements / constitutional provisions	
		b. Apply standards of care involving civil and criminal liability for negligence, harassment and torts	
		c. Demonstrate understanding of state, federal and case law involving GENED, SPED and COMMED	
		5. Political Influence and Governance	
		a. Exhibit an understanding of school districts as a political system - including government models	
		b. Demonstrate the ability to involve stakeholders in the development of education policy	
		c. Understand the role and coordination of social agencies and human services	
		d. Demonstrate the ability to align constituencies to support and build coalition for program and finances	
		6. Communication	
		a. Formulate and carry out plans for internal and external communications	
		b. Demonstrate facilitation skills	

Initial Assess. Score	Formative Assess. Score	Competency	Experience
		c. Recognize and apply understanding of group and individual behavior in normal and stressful situations	
		d. Facilitate teamwork	
		e. Demonstrate an understanding of conflict resolution and problem solving skills	
		f. Make presentations that are clear and easy to understand	
		g. Respond, review, and summarize information for groups	
		h. Communicate appropriately, speak, listen and write for different audiences	
		i. Understand and utilize appropriate communication technology	
		7. Community Relations	
		a. Articulate organizational purpose and priorities to community and media	
		b. Request and respond to community feedback	
		c. Demonstrate the ability to build community consensus	
		d. Relate political initiatives to stakeholders - including parental involvement programs	
		e. Identify and interact with internal and external publics	
		f. Understand and respond to news media	
		g. Promote positive image of schools and the school district	
		h. Monitor and address perceptions about school-community issues	
		i. Demonstrate the ability to identify and articulate community issues that impact local education	
		8. Curriculum Planning & Development	
		a. Demonstrate the ability to enhance teaching and learning through curriculum and assessment and strategic planning for all learners - early childhood, elementary, middle level, and high school, special education and adult levels	

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		b. Demonstrating the ability to provide planning and methods to anticipate trends and implications	
		c. Develop, implement and monitor procedures to align sequence and articulate curriculum	
		d. Identify instructional objectives and evaluate procedures to measure performance outcomes	
		e. Appropriately using learning technologies	
		f. Demonstrating the understanding of alternative instructional designs, curriculum, behavior management and assessment accommodations and modification	
		g. Demonstrating an understanding of the urgency of global competitiveness	
		9. Instructional Management	
		a. Demonstrate an understanding of research of learning and instructional strategies	
		b. Describe and apply research and best practice in integrating curriculum and resources to all learners	
		c. Demonstrate the ability to utilize data for instructional decision-making	
		d. Demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes	
		e. Demonstrate the ability to implement alternative instructional designs, curriculum, behavior management and assessment accommodations and modifications	
		f. Demonstrate the ability to appropriately use technology to support instruction	
		10. Human Resources	
		a. Demonstrate knowledge of effective personnel recruitment, selection and retention	
		b. Demonstrate an understanding of staff development to improve performance of staff members	
		c. Demonstrate the ability to select and apply appropriate models for supervision and evaluation	

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		d. Apply legal requirements for personnel selection, development retention and dismissal	
		e. Demonstrate 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 resource management	
		f. Demonstrate an understanding of labor relations and collective bargaining	
		g. Demonstrate and understand the administration of employee contracts, benefits and financial accounts	
		11. Values and Ethics	
		a. Demonstrate an understanding of the role of education in a democratic society	
		b. Model democratic system values, ethics, choices and moral leadership	
		c. Demonstrate the ability to balance complex community demands in the best interest of all learners	
		d. Help others grow and develop as caring, informed citizens	
		e. Demonstrate and understanding of Code of Ethics for Minnesota School Administrators (MN 3512.5200)	
		12. Judgment and Problem Analysis	
		a. Analyzing relevant information, frame issues; identify probable causes and reframe issues	
		b. Demonstrate adaptability and conceptual flexibility	
		c. Assisting others in forming opinions about problems and issues	
		d. Reach logical conclusions by making quality, timely decisions based on available information	
		e. Identify and give opportunity to significant issues	
		f. Demonstrate an understanding of and utilize appropriate technology in problem analysis	

Initial Assess. Score	Formative Assess. Score	Competency	Experience
		g. Demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation	
		13. Safety and Security	
		a. Demonstrate the ability to develop and implement policies and procedures for safety and security	
		b. Ability to formulate safety and security plans to implement security procedures established by law, law enforcement assistance, and communication with the public and evacuation procedures	
		c. Demonstrate the ability to identify areas of vulnerability associate with school busses, building and grounds and formulate a plan to take corrective actions	
		d. Demonstrate an understanding of procedural predictabilities and plan variants where possible	
		e. Demonstrate the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures	
		14. District Policy and Law	
		a. Demonstrate the role policy plays in school district governance and administration	
		b. Demonstrate knowledge of statutory regulations affecting school board meetings, communications, procedures and practices	
		c. Demonstrate an understanding of the roles and responsibilities of the school board	
		15. District Political Influence and Governance	
		a. Understand the role of the political process plays in public education and the connection between them	
		b. Demonstrate an understanding of how to interact with local and state governments	

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		c. Demonstrate an understanding of the roles played by other community leaders in the school district	
		16. District Communication	
		a. Demonstrate the ability to cultivate positive relationships between and with school board members	
		b. Understand the importance of communication leadership between the school district and community	
		17. District Organizational Management	
		a. Demonstrate knowledge of effective school finance; including sources of revenue; expenditure classifications; generally acceptable accounting principles; local, state and federal finance calculations	
		18. District Judgment and Problem Analysis	
		a. Demonstrate knowledge of how to balance varied and competing interests to ensure the overall mission and vision of the school district; and to carry the mission and vision forward	

Self-Evaluation for the Initial Competency Assessment:

1. Reflect on the experiences and related scores included in the document

2. Identify areas of focus for Initial Competency Assessment (ICA) Activity

Evaluator suggestions for further competency development at commencement of the licensure program:

1. Comment on the experiences and related scores included in the document

2. Suggest areas of focus for Initial Competency Assessment (ICA) Activity

Self-Evaluation for the Formative Assessment

1. Reflect on additional competency development and scores prior to the Field Experience

2. Identify areas of focus for the Field Experiences

Evaluator suggestions for further competency development during the Field Experience:

1. Comment on the experiences and related scores included in the document

2. Suggest areas of focus for the Field Experience