

Advanced Leadership Institute 2013-14 Core Competencies

Core Competencies	KBAD (A School District Leader will know and be able to)	Skills (A School District Leader will have the ability to)	Alignment with Baruch SDL Certification Objectives
<p><b>(CC1)</b> <b>COMMUNICATE EFFECTIVELY</b></p>	<p>1.1: <b>Communicate clearly and effectively</b> with a variety of stakeholders</p>	<ul style="list-style-type: none"> <li>a. Speak clearly and coherently with various stakeholders in a variety of public settings</li> <li>b. Actively listen to others</li> <li>c. Seek to understand the mental models of self and others</li> <li>d. Accept and incorporate feedback regarding communication style</li> <li>e. Engage, connect, and communicate "with" others rather than "to" others</li> <li>f. Maintain awareness of communication expressed through body language</li> <li>g. Maintain consistent and reliable composure and political awareness</li> <li>h. Respond to and modify communication style based on context</li> <li>i. Ground compelling messages in fact and research</li> <li>j. Surface sensitive topics in a constructive manner</li> </ul>	<ul style="list-style-type: none"> <li>[2.1] Demonstrate the ability to share and promote an articulated vision for schools</li> <li>[3.0] Demonstrate knowledge of the current research, major theories, models and principles of teaching and learning</li> <li>[4.5] Taking seriously the perspectives of others by listening and working within the community</li> </ul>
	<p>1.2: Understand and <b>manage</b> critical aspects of <b>public relations and media communications</b></p>	<ul style="list-style-type: none"> <li>a. Acknowledge the responsibility of consistently representing the organization</li> <li>b. Establish relationships with the public for the benefit of the organization</li> <li>c. Maintain focus and find common ground and clarity in contentious situations</li> </ul>	
<p><b>(CC2)</b> <b>EXECUTE AN INSTRUCTIONAL VISION</b></p>	<p>2.1 Author and <b>execute an instructional vision grounded in high expectations</b></p>	<ul style="list-style-type: none"> <li>a. Know, understand, and be able to explain, and demonstrate research-based effective practices regarding teaching and learning, student and adult development, and pedagogy</li> <li>b. Develop and articulate an organizational, strategic, and urgent vision directly connected to the instructional core (interaction between leader, teacher, student, and content)</li> <li>c. Identify and utilize strengths, knowledge, and expertise of individuals and teams to construct and</li> </ul>	<ul style="list-style-type: none"> <li>[1.0] Demonstrate knowledge of the role of instructional supervision in creating a learning environment that supports student achievement</li> <li>[1.1] Demonstrate knowledge of the function of instructional supervision within the overall organizational structure of schools</li> <li>[1.2] Identify the distinct instructional and leadership roles of supervisors working with classroom teachers that support and sustain effective learning environments for students and staff</li> </ul>

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		implement the instructional vision d. Identify ambitious but achievable short- and long-term goals and objectives e. Identify high leverage instructional strategies within various contexts f. Empower and lead all responsible parties to reach goals g. Consistently align actions and decisions to the instructional vision h. Create feasible action plans and feedback loops i. Utilize the organization's instructional vision to improve outcomes and set high expectations for all students	[3.0] Demonstrate knowledge of the current research, major theories, models and principles of teaching and learning [3.1] Describe the relationship between curriculum, instruction and teaching and learning [3.2] Compare the differences among teacher styles, teacher processes, teacher behaviors, teacher effectiveness and their influence upon learning [3.3] Design teaching and instructional prescriptions for responding to individual students' abilities, needs and interests [3.4] Evaluate the use of appropriate student support services to meet the individual learning needs of students
<p align="center"><b>(CC3) IMPACT AND INFLUENCE USING A SYSTEMS- THINKING MINDSET</b></p>	3.1 <b><u>Understand big-picture systems-thinking</u></b> , including the role, impact, and interaction of the multiple moving parts of the system at large	a. Identify and understand how all pieces in the system interact with another b. Organize moving parts of the system for interdependent support c. Understand the complex ways individuals interact within the system d. Establish strong relationships with constituents at large e. Take a disciplined problem-solving approach to root cause analysis	[4.4] Establishing a strong relationship with the larger community by understanding its values, beliefs and principles [4.5] Taking seriously the perspectives of others by listening and working within the community [4.6] Establishing clear legal, social and organizational parameters for ethical decision-making while displaying the courage and willingness to take risks and accept responsibility for the outcome [5.2] Acknowledging and supporting each individual's skills by including their contributions in determining and realizing the mission and vision of the organization [6.2] Analyze the existing body of research in order to make recommendations for appropriate programs, products and services for schools and districts [6.3] Draw reasoned interpretations from investigations to make informed decisions regarding educational issues
	3.2 <b><u>Create sustainable systems/structures</u></b> that support the cycle of assessment, planning, implementation, and accountability	a. Assess systems and structures for sustainability b. Evaluate a robust system of checks and balances to ensure success and sustainability of current practices c. Maintain clarity of outcomes and feedback loops	
	3.3 <b><u>Identify and navigate external forces</u></b> that impact and influence the system (City, State, elected officials, funding sources,	a. Navigate external forces from a politically knowledgeable and strategic standpoint	

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<p><b>(CC4)</b> <b>THINK AND ACT STRATEGICALLY</b></p>	<p>4.1 <b><u>Understand, prioritize, and organize responsible decision-making</u></b> within an accountable framework</p>	<p>a. Remove self from complex situations to make objective, fair, and informed decisions                      b. Act thoughtfully, by pausing and reflecting, before acting                      c. Use multiple forms of data to inform critical decisions, and widen lens to confirm or disconfirm evidence                      d. Act consistently in the service of improving student outcomes</p>	<p>[1.2] Identify the distinct instructional and leadership roles of supervisors working with classroom teachers that support and sustain effective learning environments for students and staff.                      [2.2] Demonstrate the interpersonal and human relation skills needed for goal setting, problem solving and decision making in a collaborative working environment                      [4.0] Understand the value, power and role of maintaining a high standard of personal and professional ethics</p>
	<p>4.2 <b><u>Identify and analyze relevant data</u></b> to inform decisions</p>	<p>a. Identify, understand, and make sense of critical data sets, patterns, and trends related to instruction, performance, and student outcomes                      b. Continuously review data using structured cycles of inquiry                      c. Support school leaders in understanding, analyzing, and using data to inform and communicate decisions about the implementation of school-wide practices, improved instructional practices, and impact on student outcomes                      d. Understand the most effective way to communicate data to a variety of constituents</p>	<p>[4.2] Communicating the dilemmas and difficulties of ethical decision-making by demonstrating a willingness to risk your own self-interest for the sake of organizational and community goals                      [4.3] Maintaining a high level of personal, professional and academic integrity                      [4.5] Taking seriously the perspectives of others by listening and working within the community                      [4.6] Establishing clear legal, social and organizational parameters for ethical decision-making while displaying the courage and willingness to take risks and accept responsibility for the outcome</p>
	<p>4.3 <b><u>Problem-solve</u></b> on multiple levels with an understanding of unintended consequences as well as management across different levels of the organization (up, down, and across)</p>	<p>a. Engage others in problem solving to solicit and incorporate feedback, gather multiple points of view, and broaden buy-in                      b. Understand and diagnose problems from various perspectives                      c. Define, analyze, and articulate root causation of problems, rather than symptoms                      d. Manage unintended consequences that may feel personally negative, for self or others                      e. Experience discomfort and confront difficult decisions for the benefit of the organization</p>	<p>[6.0] Demonstrate the ability to conduct research that will make a significant contribution to the field                      [6.1] Develop procedures for independently investigating educational issues using both statistical and qualitative methods                      [6.2] Analyze the existing body of research in order to make recommendations for appropriate programs, products and services for schools and districts                      [6.3] Draw reasoned interpretations from investigations to make informed decisions regarding educational issues</p>
	<p>4.4 Understand, navigate, interpret,</p>	<p>a. Understand historical and political internal and</p>	<p>[6.4] Apply professional and ethical standards to research</p>

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	and implement <u>navigate City, State, and federal policies and mandates</u>	external policies, mandates, and trends b. Maintain up-to-date knowledge about required or anticipated city, state, and federal mandates c. Understand where to find current regulations and seek legal assistance regarding city, state, and federal mandates	and to work in the field
<b>(CC5) LEAD WITH CULTURAL SENSITIVITY &amp; NAVIGATE RESISTANCE</b>	5.1 Acknowledge, understand, and <u>address systemic and institutionalized issues of race and class with awareness and sensitivity</u>	a. Acknowledge the historical trends of race and class b. Examine student achievement critically by race, class, ability, language and other important factors c. Continuously examine own biases and biases of others d. Engage with communities different from own experience e. Engage in courageous conversations f. Maintain high expectations for all students and communities, and hold others accountable to maintaining the same g. Support schools in creating opportunities for historically under-represented populations h. Understand the impact of demographics on family and school partnerships i. Support school leaders in making opportunities accessible to students and families j. Support schools in building authentic relationships with families	[2.4] Manage the finances, facilities and other non-educational services necessary for the operation of a school [4.1] Setting a standard and developing a plan for educating students about personal and social responsibility
	5.2 <u>Align and manage resources</u> effectively	a. Develop systems to understand authentic and realistic needs of school communities b. Identify, align, and be able to articulate how all resources support and strengthen instruction c. Allocate resources to the needs of families and students strategically and efficiently d. Be courageous and strategic in aligning equitable services	
	5.3 <u>Stay current about technological trends and other new systems</u>	a. Integrate technology into communication at all levels b. Use technology to support and accelerate learning	

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	<p>impacting school communities, classrooms, and students, and ensure the equitable allotment of access to information, resources, and technology</p>	<p>c. Use technology to create opportunities for and improve the outcomes of students d. Understand current and developing technological skills, of self and stakeholders, and support further development</p>	
<p><b>(CC6)</b> <b>BALANCE HIGH EXPECTATIONS WITH HIGH SUPPORT AND ACCOUNTABILITY</b></p>	<p>6.1 <b>Support and coach</b> to improve individual and organizational performance</p>	<p>a. Coach for the benefit of adults on behalf of students b. Actively provoke thinking and create conditions to ignite discomfort and opportunities for reflection c. Know and understand how to apply the principles of adult learning theory (androgogy) d. Understand various coaching frameworks and adapt approach based on context e. Understand and implement effective coaching skills throughout different levels of the organization (up, down, and across) f. Maintain a neutral stance when engaging in individual and group coaching</p>	<p>[1.3] Critique the effectiveness of formative and summative evaluation in the supervision process [5.0] Understand the value of human resources in leading an organization [5.1] Recognizing that the people in the organization are its greatest resource by valuing the professional contributions of the staff, developing the staff’s ability to relate to people and fostering collaborative relationships within and outside the school community [5.2] Acknowledging and supporting each individual’s skills by including their contributions in determining and realizing the mission and vision of the organization</p>
	<p>6.2 <b>Evaluate performance using multiple measures</b> to assess the achievement of individual and organizational goals, standards, and objectives</p>	<p>a. Apply evaluation tools with a student-centered mindset b. Navigate the tension between coaching and evaluation successfully c. Use the accountability tools of the system at large to evaluate own leadership and the impact on student outcomes</p>	<p>[5.3] Developing the interpersonal skills that help employees relate to others, improve work processes that facilitate the organizations’ collective efforts, and address the needs of individuals as well as groups [5.4] Trusting the strength of others by valuing their efforts and contributions and by formally and regularly recognizing those efforts</p>
<p><b>(CC7)</b> <b>BUILD CAPACITY OF SELF &amp; OTHERS</b></p>	<p>7.1 Consistently <b>assess personal leadership practice</b>, including technical and adaptive knowledge and skills</p>	<p>a. Continuously identify, examine, and manage own assumptions, beliefs, and practices b. Take a bold and thoughtful approach to personal leadership including owning one’s strengths and challenges, as well as depth of knowledge and skills c. Recognize and adapt behaviors based on context d. Revise leadership stance or style as required by the environment e. Reflect on performance as aligned to the</p>	<p>[1.2] Identify the distinct instructional and leadership roles of supervisors working with classroom teachers that support and sustain effective learning environments for students and staff [2.0] Understand the knowledge and skills required of school leaders [2.1] Demonstrate the ability to share and promote an articulated vision for schools</p>

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		organizational vision, goals, and performance metrics	[2.2] Demonstrate the interpersonal and human relation skills needed for goal setting, problem solving and decision making in a collaborative working environment
	7.2 Demonstrate the ability to <b><u>respond appropriately to feedback</u></b>	<ul style="list-style-type: none"> <li>a. Actively listen to, seek, and respond to feedback accordingly</li> <li>b. Examine feedback received and ask questions to gather more information</li> <li>c. Apply feedback to improve personal leadership</li> <li>d. Be willing to change existing habits as needed</li> </ul>	[2.3] Apply leadership skills within and beyond the school community with emphasis on parents, business partners and professional organizations [2.4] Manage the finances, facilities and other non-educational services necessary for the operation of a school district
	7.3 <b><u>Identify and exemplify the principles and values that compel action</u></b> for yourself and others	<ul style="list-style-type: none"> <li>a. Identifying and articulate personal values and commitments</li> <li>b. Recognize values, mental models, and belief systems of others, and understand how to use them as levers for change</li> <li>c. Make inquiries to understand what drives others to action in a non-judgmental manner</li> <li>d. Maintain a neutral stance when your own values are disregarded or ignored</li> </ul>	[3.1] Describe the relationship between curriculum, instruction and teaching and learning [3.2] Compare the differences among teacher styles, teacher processes, teacher behaviors, teacher effectiveness and their influence upon learning [3.3] Design teaching and instructional prescriptions for responding to individual students' abilities, needs and interests
	7.4 <b><u>Appraise knowledge and skills required of school leaders,</u></b> and support their growth	<ul style="list-style-type: none"> <li>a. Assess the skill sets of school leaders using multiple data points</li> <li>b. Balance advocacy and inquiry effectively</li> <li>c. Establish a safe learning environment where school leaders are able to ask for help and talk about what they don't know</li> <li>d. Successfully navigate the power dynamics that exist between school leaders and central support</li> </ul>	[3.4] Evaluate the use of appropriate student support services to meet the individual learning needs of students
	7.5 <b><u>Lead a learning organization</u></b> through teamwork, collaboration, and shared study	<ul style="list-style-type: none"> <li>a. Foster a supportive learning environment</li> <li>b. Create concrete processes for learning</li> <li>c. Reinforce and model learning through leadership</li> <li>d. Establish systems that supports effective collaboration</li> <li>e. Facilitate and manage teamwork, group dynamics, and collaboration</li> </ul>	