Issue # 2: Core Competencies

Chapter 11: What does it say about competencies?

Group must consider how principals develop & maintain:

- 1. High standards for student performance;
- 2. Rigorous curriculum;
- 3. Quality instruction;
- 4. A culture of learning and professional behavior;
- 5. Connections to external communities;
- 6. Systemic performance accountability; and
- 7. Leadership behaviors that
 - create effective schools and
 - improve school performance, including how to plan for, implement, support, advocate for, communicate about, and monitor continuous and improved learning.

Minnesota Model

- 1. Strategic Leadership
- 2. Instructional Leadership
- 3. Managerial Leadership
- 4. Cultural Leadership
- 5. Communications Leadership
- 6. School Community Leadership
- 7. Ethical and Professional Leadership

North Carolina Model (Standards)

- 1. Strategic Leadership
- 2. Instructional Leadership
- 3. Cultural Leadership
- 4. Human Resource Leadership
- 5. Managerial Leadership
- 6. External Development Leadership
- 7. Micro-Political Leadership

Massachusetts Model

- 1. Curriculum, Instruction & Assessment
- 2. Management and Operations
- 3. Family and Community Partnerships
- 4. Professional Culture

Vanderbilt Assessment of Leadership in Education (Val-Ed)

- 1. High Standards for Student Learning
- 2. Rigorous Curriculum
- 3. Quality Instruction
- 4. Culture of Learning and Professional Behavior
- 5. Connections to External Communities
- 6. Performance Accountability

Illinois Model

- 1. Living the Mission, Vision & Belief
- 2. Leading and Managing Systems Change
- 3. Improving Teaching & Learning
- 4. Building & Maintaining Collaborative Relationships
- 5. Ethical and Professional Leadership
- 6. Managing School Operations
- 7. Leading for Results

Iowa Model (Standards)

- 1. Shared Vision
- 2. Culture of Learning
- 3. Management
- 4. Family and Community
- 5. Ethics
- 6. Societal Context