

C. Diversity leadership by:

- (1) demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners;
- (2) creating and monitoring a positive learning environment for all students;
- (3) creating and monitoring a positive working environment for all staff

(4) demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;

(5) appropriately using learning technologies;

(6) demonstrating an understanding of alternative instructional designs, curriculum, behavior managementg

regulatory applications toward education, local rules, procedures, and directives governing

D. Organization management by demonstrating knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations; and

E. Judgment and problem analysis by demonstrating knowledge of how to balance varied and competing interests to ensure the mission and vision of the school district is carried forward.

Subp. 3. **Principal competencies.** A person who serves as a principal shall demonstrate all core competencies described in subpart 1 and competence in the following specific areas:

A. Instructional leadership by:

(1) demonstrating the ability to understand and apply schoolwide literacy and numeracy systems; and

(2) demonstrating the ability to understand and apply districtwide literacy and numeracy systems;

B. Monitor student learning by:

(1) demonstrating the ability to create a culture that fosters a community of learners;

(2) demonstrating an understanding of student guidance systems and auxiliary services;

(3) demonstrating the ability to implement a positive and effective student management system;

(4) demonstrating the ability to develop and implement effective student discipline plans;

(5) demonstrating the ability to develop a master instructional schedule;

(6) demonstrating the ability to meet the enrichment, remediation, and special education needs of all students; and

(7) demonstrating the ability to understand and support a comprehensive program of student activities; and

C. Early childhood through grade 12 leadership by:

(1) demonstrating an understanding of the articulation and alignment of curriculum from preschool through grade 12;

(2) demonstrating an understanding of different organizational systems and structures at early childhood, elementary, middle or junior high, and high school levels;

(3) demonstrating the ability school(3) and

(4) demonstrating the ability to work with parents, teachers, and other staff in all levels of schooling;

(5) demonstrating an understanding of the characteristics of effective transitions from one level of schooling to the next; and

(6) demonstrating an understanding of the developmental needs of children of all ages.

Subp. 4. **Director of special education competencies.** A person who serves as a director of special education shall demonstrate the core competencies described in subpart 1 and competence in the following specific areas:

A. Policy and law by:

(1) demonstrating an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting; and

(2) demonstrating an understanding of state and federal regulations governing the monitoring of special education programs.

B. Organizational management by:

(1) demonstrating an understanding of the role policy and procedure play in school district governance and administration;

(2) demonstrating knowledge of statutory regulations affecting board meetings, communications, procedures, and practices that affect special education governance; and

(3) demonstrating an understanding of special education administrative models used in Minnesota.

C. Resource allocation by:

(1) demonstrating an understanding of special education program development including needs assessment, design, and evaluation; and

(2) demonstrating an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families.

Subp. 5. **Director of community education competencies.** A person who serves as a director of community education shall demonstrate the core competencies described in subpart 1 and competence in the following specific areas:

A. Community education concepts by:

(1) understanding and describing the history and philosophy of community education;

(2) demonstrating a knowledge and application of the principles of community education;

(3) demonstrating