

SCHOOL DISTRICT LEADER INTERNSHIP COMPETENCY INSTRUMENT
THE MANHATTANVILLE COLLEGE INTERNSHIP PROGRAM PREPARES SCHOOL LEADERS WHO
UNDERSTAND AND DEMONSTRATE THE ABILITY TO:

COMPETENCY		LEADERSHIP PROFICIENCY				EVIDENCE
1.1 DEVELOP A VISION						
1	a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.	1	2	3	4	
2	b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.	1	2	3	4	
3	c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.	1	2	3	4	
4	d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.	1	2	3	4	
1.2. ARTICULATE A VISION						
5	a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	1	2	3	4	
6	b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	1	2	3	4	
7	c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	1	2	3	4	
1.3. IMPLEMENT A VISION						
8	a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve the school	1	2	3	4	

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	district's vision.		
9	b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community	1 2 3 4	
	1.4. STEWARD A VISION		
10	a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.	1 2 3 4	
11	b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	1 2 3 4	
	1.5. PROMOTE COMMUNITY INVOLVEMENT IN THE VISION		
12	a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	1 2 3 4	
	2.1 PROMOTE POSITIVE SCHOOL CULTURE		
13	a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	1 2 3 4	
	2.2 PROVIDE EFFECTIVE INSTRUCTIONAL PROGRAM		
14	a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.	1 2 3 4	
15	b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and	1 2 3 4	

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	accountability systems.					
16	c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	1	2	3	4	
17	d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.	1	2	3	4	
	2.3 APPLY BEST PRACTICE TO STUDENT LEARNING					
18	a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	1	2	3	4	
19	b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.	1	2	3	4	
20	c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.	1	2	3	4	
21	d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	1	2	3	4	
	2.4 DESIGN COMPREHENSIVE PROFESSIONAL GROWTH PLANS					
22	a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	1	2	3	4	
23	b. Candidates demonstrate the ability to use strategies such as observations collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	1	2	3	4	
24	c. Candidates develop personal professional growth plans	1	2	3	4	

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that reflect a commitment to life-long learning and best practices.					
3.1 MANAGE THE ORGANIZATION					
25 a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development and data management to optimize learning for all students.	1	2	3	4	
26 b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning, and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.	1	2	3	4	
27 c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	1	2	3	4	
28 d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.	1	2	3	4	
29 e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	1	2	3	4	
3.2 MANAGE OPERATIONS					
30 a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.	1	2	3	4	
31 b. Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.	1	2	3	4	
32 c. Candidates develop staff communication plans for integrating district's schools and divisions.	1	2	3	4	
33 d. Candidates develop a plan to promote and support community collaboration among district personnel.	1	2	3	4	
3.3 MANAGE RESOURCES					

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34	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	1	2	3	4	
35	b. Candidates creatively seek new resources to facilitate learning.	1	2	3	4	
36	c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.	1	2	3	4	
37	d. Candidates apply and assess current technologies for management, business procedures, and scheduling.	1	2	3	4	
	4.1 COLLABORATE WITH FAMILIES AND OTHER COMMUNITY MEMBERS					
38	a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect on student learning.	1	2	3	4	
39	b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning..	1	2	3	4	
40	c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.	1	2	3	4	
41	d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support	1	2	3	4	

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district goals.					
42 e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.	1	2	3	4	
43 f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.	1	2	3	4	
44 g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.	1	2	3	4	
45 h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	1	2	3	4	
4.2 RESPOND TO COMMUNITY INTERESTS AND NEEDS					
46 a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.	1	2	3	4	
47 b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.	1	2	3	4	
48 c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.	1	2	3	4	
49 d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve	1	2	3	4	

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	district performance and student achievement.					
50	e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.	1	2	3	4	
	4.3 MOBILIZE COMMUNITY RESOURCES					
51	a. Candidates demonstrate an understanding of an ability to use community resources, including youth services that enhance student achievement, solve district problems and accomplish district goals.	1	2	3	4	
52	b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern.	1	2	3	4	
53	c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	1	2	3	4	
	5.1 ACTS WITH INTEGRITY					
54	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	1	2	3	4	
	5.2 ACTS FAIRLY					
55	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	1	2	3	4	
	5.3 ACTS ETHICALLY					
56	a. Candidates make and explain decisions based upon ethical and legal principals.	1	2	3	4	
	6.1 UNDERSTAND THE LARGER CONTEXT					
57	a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.	1	2	3	4	
58	b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	1	2	3	4	

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59	c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.	1	2	3	4	
60	d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.	1	2	3	4	
61	e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.	1	2	3	4	
62	f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.	1	2	3	4	
63	g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.	1	2	3	4	
	6.2 RESPOND TO THE LARGER CONTEXT					
64	a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws	1	2	3	4	
65	b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students	1	2	3	4	
66	c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.	1	2	3	4	
	6.3 INFLUENCE THE LARGER CONTEXT					
67	a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and activity advocate for improved policies, laws, and regulations affecting a specific district,	1	2	3	4	

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both directly and through organizations representing schools, educators, or others with similar interests.		
68 b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	1 2 3 4	

Overall Rating:

- Exemplary (Rating of 4 should be demonstrated in 80% of the competencies, spanning each of the standards)
- Satisfactory (Rating of 3-4 should be demonstrated in 80% of the competencies, spanning each of the standards)
- Limited Performance/Unsatisfactory (Did not meet competency requirements)

Cooperating Administrator/Date _____ College Intern Supervisor/Date _____ Intern/Date _____

