

# Winona State University

## Education Leadership Department

### Licensing Review Panel

The purpose of the Licensure Review Panel is to ensure that you can show how you have gained knowledge and understanding in the Minnesota competencies listed for each level of licensure (Principal and/or Superintendent). This process has two steps:

1. complete the BOSA Competency Matrix
2. participate in an interview with a panel of practicing K-12 Principals, Superintendents and college professors.

### Interview

The interview will be professional and collegial. You will be expected to show reflective thought, professional interest, and sincere appreciation of the role of school leader. This is not a perfunctory activity; please take it seriously. **Come prepared to engage in a meaningful dialogue about education, teaching and learning, curriculum, and leadership.**

### Guidelines for completing the MN BOSA Competency Matrix

Completing the MN BOSA Competency Matrix and the accompanying interview is a requirement of the **Minnesota Board of School Administrators** (BOSA) before being endorsed as a K-12 Principal and/or Superintendent. Candidates are to identify experiences in which they showed or felt they learned skills, knowledge, understandings and/or dispositions about each of the 84 core leadership competencies and the 15 additional competencies for K-12 Principal and 10 additional competencies for Superintendent.

General Information, FAQs and the BOSA Competency Matrix for K-12 Principal and Superintendent are available at the Winona State University Minnesota Licensure web page at: <http://www.winona.edu/educationleadership/default.asp>

Completing this form will hopefully help you organize your academic and life experiences with an eye toward the state's expectations of you as a licensed school administrator. This is a **formal document** that is kept by the Education Leadership Department for future review by the Minnesota Board of School Administrators; so it needs to be neat and properly completed.

Completing the form is not to be a monumental chore. Depending on your memory and the recentness of your course work, I would say **7 to 10 hours** would be sufficient. Each competency has a unique set of expectations; yet many of your course and workplace

experiences required tasks that included several of the competencies – so it is appropriate to list an experience in more than one box. (See example on next page) **Level of detail** - Just listing a course number and title is too vague, but detailing the specifics of a large project is probably too much. Somewhere in-between, where a stranger could read the indicator and have a good idea of how that experience related to the competency, would be just right.

There are **not a fixed maximum or minimum number of experiences** that should be listed for each competency. Enter meaningful and easily identified experiences that quickly show your engagement in the skills, knowledge, and understandings expected. You do not need to limit these entries to classroom, school or formal education experiences. Daily life, youth organizations, church, and business have provided many opportunities for exposure to, and practice and refinement of your leadership and management skills.

A **portfolio** or collection of documents detailing experiences identified on your Competency Matrix may be created. There is a great deal of trust inherent in this process. We are a small program and know our students fairly well. We believe our past together and the interview will address the authenticity and validity of your experiences. Such a portfolio, however, may serve other purposes in your future as you interview for different positions; thus assembling relevant documents and bringing them to this interview is most acceptable. An alternative option that you might be familiar with or want to investigate is e-folio. This is a computerized portfolio in which you can upload documents and organize them in a variety of ways. One such way, would be to address the BOSA competencies! This software is available for no cost at: <http://efoliomn.com/>

An example of the kinds of number of experiences to include and the level of detail

<b>GENERAL LEADERSHIP COMPETENCIES</b>	<b>INDICATORS</b> (What experiences helped you understand each competency? Experience must be accompanied by validating evidence.)
<b>A. Leadership</b>	
A1. Collaboratively assessing and improving culture, and climate;	<ul style="list-style-type: none"> <li>• As Department Chair of the Social Studies Department (2005-2009) I meet with each department member quarterly to collect issues</li> <li>• EL 628 Human Resources – interview of principal on school hiring practices</li> <li>• EL 622 The Principalship – group presentation on supervision strategy in a 3<sup>rd</sup> grade classroom</li> <li>• Boy Scout Leader – 2 parent meetings in the fall of 2008 to determine if the troop should continue – agreed to reassess in the spring of 2009</li> </ul>
A2. Providing purpose and direction for individuals and groups;	<ul style="list-style-type: none"> <li>• Social Studies Department Review of Curriculum – (2004) – lead 4 teachers in textbook selection for 7<sup>th</sup> grade American History class</li> <li>• Boy Scout Leader – initiated a parent’s meeting of all troop members for 2 sessions in the fall of 2008 to determine if the troop was to continue</li> <li>• EL 604 – assisted a group of 6 classmates in a 45 minute class presentation and follow-up activity on child centered learning</li> </ul>
A3. Modeling shared leadership and decision-making strategies;	<ul style="list-style-type: none"> <li>• Department Review of Curriculum – (2004) – lead 4 teachers in textbook selection for 7<sup>th</sup> grade American History – we each took a company’s textbook; met with the representative and presented our overview to the group</li> <li>• Co-chaired a community group to clean up the local park in the spring of 2007</li> </ul>