

# COMPETENCIES FOR GIFTED AND TALENTED ADMINISTRATOR, GRADES P-12



Gifted and Talented Administrators in grades P-12 shall be able to meet the expectations set by the following content-specific competencies. Mastery level competencies reflect the National Educational Leadership Preparation (NELP) standards, which specify what novice leaders and program graduates should know and be able to do because of the completion of a high-quality educational leadership preparation program. The Professional Standards for Educational Leaders (PSEL), which are standards for practicing educational leaders, are covered at an awareness level by the NELP Standards. Those PSEL elements not covered by the NELP Standards are labeled as awareness-level competencies. Gifted and Talented Administrators require a master's degree or higher from an accredited college or university in Educational Leadership, education, or a licensure content area and other requirements as outlined in 6-2.0 of the Arkansas Department of Education Rules Governing Educator Licensure.



## 1. MISSION, VISION AND IMPROVEMENT

### LEADERSHIP COMPETENCIES

#### NELP STANDARDS

#### PSEL

#### Mastery Level:

1.1 Understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include: data use, technology, equity, diversity, digital citizenship and community

- Create and share a vision to prepare students for the future via inclusive, student-focused, personalized approaches
- Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory
- Establish and sustain a learning-focused culture of risk-taking and continuous improvement
- Create norms that foster student voice, choice, and agency
- Clearly articulate non-negotiables, particularly regarding equity, high expectations, and building systems and processes from individual student strengths

1.2 Understand and demonstrate the capability to lead improvement processes that include data use, design, implementation, and evaluation:

- Possess and/or develop skills and language of change management (e.g., identify change, build case, plan, determine resources, act, communicate, collect data, revise and repeat, celebrate success)

#### Awareness Level

1.3 Prepare the gifted program and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement

1.4 Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation

1.5 Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement

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1.6 Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, the process for, and outcomes of improvement efforts

## **Mastery Level:**

2.1 Understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, life-long learning) that support the educational success and well-being of each student and adult

2.2 Understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions

2.3 Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others

- Correct intolerant statements directed at individuals or groups and support the learning community to take positive and thoughtful action when such statements or activities occur

## **Awareness Level:**

2.4 Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

2.5 Place children at the center of education and accept responsibility for each student's academic success and well-being

2.6 Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures

## **Mastery Level**

3.1 Understand and demonstrate capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture

3.2 Understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student:

- Continue assessing systems and procedures to ensure the learning community environment is physically and emotionally safe and secure.

3.3 Understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff

- Conduct and co-develop ongoing processes with staff and learners to understand how their personal experiences shape their interpretation of the world.

## **2. ETHICS AND PROFESSIONAL NORMS**

LEADERSHIP COMPETENCIES

NELP STANDARDS

PSEL

## **3. EQUITY, INCLUSIVENESS AND CULTURAL RESPONSIVENESS**

LEADERSHIP COMPETENCIES

NELP STANDARDS

PESL

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## 4. LEARNING AND INSTRUCTION

### LEADERSHIP COMPETENCIES

#### NELP STANDARDS

#### Awareness Level:

3.4 Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

3.5 Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student

#### Mastery Level:

4.1 Understand and demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs

- Demonstrate ability to navigate between district and state assessment, standards, and curriculum and how they interplay in a student-focused system
- Have a solid grasp of UDL and how it applies to a whole range of elements of personalized, student-focused approaches including curriculum design, strategic thinking, and procurement decisions

4.2 Understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems

- Promote the participation among students and adults in local, national, and global learning opportunities and problem solving that stimulate innovation, creativity-in leadership, in teaching and in student learning processes and products-service, sustainability, social action, and digital-age collaboration

4.3 Understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being

- Whenever possible, ensure standards and assessments connect to real-world experiences and college-career-, and civic life-ready knowledge, skills, and dispositions
- Develop structures so that over time, students build a body of evidence that demonstrates their growth and learning progression (e.g., through portfolios, showcases, student-led parent-teacher conferences, or capstone projects)

4.4 Understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems and assessment practices in a coherent, equitable, and systematic manner

- Demonstrate and effectively communicate a commitment to equity and student-focused, personalized approaches
- Continually read and interpret the learning environment in order to identify patterns, need for development, and leverage points for new and innovative actions

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## 5. COMMUNITY AND EXTERNAL LEADERSHIP

### LEADERSHIP COMPETENCIES

#### NELP STANDARDS

#### PSEL

#### Mastery Level:

5.1 Understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school

5.2 Understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development

- Together with students and educators, strive to understand the pace and nature of change underway in the broader community in terms of how it impacts the approach to education, local economy, make-up of the citizenry, and culture
- Support educators to be explicit with students about the value of networks or communities, help them to access, and experience that value, and to understand how to construct networks and communities pursuing their academic and career goals

5.3 Understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community

- Demonstrate awareness of different communication tools (e.g., face-to-face, newsletters, social media) and when to use each to help shape the narrative and deliver clear messaging).

#### Awareness Level:

5.4 Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement

5.5 Develop and provide the school as a resource for families and the community

## 6. OPERATIONS AND MANAGEMENT

### LEADERSHIP COMPETENCIES

#### NELP STANDARDS

#### PSEL

#### Mastery Level:

6.1 Understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, designated school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school

- Foster systems that support personalized learning for individual members of the learning community
- Use communication approaches that support shared responsibility within the system
- Be capable of setting priorities to maintain the day-to-day functions of a learning community which allows the visionary and transformational aspects of leadership for learning to continue

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6.2 Understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development

- Seek out and employ the latest technology to support collaboration, communication, teaching, and learning in a student-focused, personalized context

6.3 Understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being

**Awareness Level:**

6.4 Promote the personal and professional health, well-being, and work-life balance of faculty and staff

6.5 Tend to personal learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance

6.6 Protect teachers' and other staff members' work and learning from disruption

6.7 Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation

6.8 Develop and manage productive relationships with the central office and school board

6.9 Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community

6.10 Manage governance processes and internal and external politics toward achieving the school's mission and vision

## 7. BUILDING PROFESSIONAL CAPACITY

LEADERSHIP COMPETENCIES

NELP STANDARDS

PSEL

**Mastery Level:**

7.1 Understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting and hiring staff

7.2 Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school:

- Build the capacity of staff to implement effective strategies to achieve the vision of the school.
- Apply a growth mindset to problem solving across the learning community in which mistakes, missteps, and setbacks are mined as rich opportunities for learners and leaders to push the edge of learning

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7.3 Understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success

- Demonstrate ability to reflect on one's place in society as it is shaped by class, race, education markers, and relative privilege, and seek remedies for biases.
- Seek out and engage with educators or others within and beyond the immediate learning community to build support and learning networks with those who take innovative and risky approaches on behalf of improving civil society.
- Model professional learning after the education community's personalized, learner-centered approaches (e.g., professional development that uses competency-based or flipped classroom techniques, educator-selected micro-credentials, or individual professional growth plans [PGP]).

7.4 Understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success

- Act quickly and effectively to remove an educator from learning community if educator does not respond to repeated attempts to remove obstacles to teachers (e.g., persistently displays a fixed mindset, inability to improve, low expectations for students, unwillingness to acknowledge talent development).
- Deliver actionable feedback about instruction and other professional practices via coaching approaches that:
  - *Are job-embedded and use teacher leaders or partnerships with area education agencies to distribute leadership and responsibilities.*
  - *Employ educators' ability to self-assess*
  - *Use multiple means of employing summative and formative data to understand individual educator's performance*
  - *Place ultimate accountability for learning in teams and groups of educators.*

## **Awareness Level:**

7.5 Encourage faculty-initiated improvement of gifted education programs and practices.

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## 8. INTERNSHIP AND CLINICAL PRACTICE

### NELP STANDARDS

8.1 Participate in a variety of coherent, authentic, field and or clinical internship in gifted programs and services, experiences within multiple school environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP Building-Level Program Standards one through seven

8.2 Complete a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting or multiple schools

8.3 Work with a mentor who has demonstrated effectiveness as an educational leader in gifted education; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution