

BOSA Packages

Curated podcast episodes aligned to Minnesota BOSA leadership competencies

Leadership Package	BOSA Hours (minimum of 3 hours) <u>Subparts (A-L) and numbers</u>
Core Leadership Competencies	3 BOSA hours
<ul style="list-style-type: none"> ▪ BONUS Episode! Meet our Sourcewell Educator Summit Keynote Speaker, Dr. Mario Acosta ▪ High Reliability Schools Framework with Dr. Phil Warrick ▪ Transforming School Culture with Dr. Anthony Muhammad ▪ 100% Visioning with Dr. Robyn Jackson ▪ Supporting our Students and Families/Caregivers in Special Education with Heidi Hahn, Emily Museus, and Jen Johnson Part 1 	<p>A. (1) demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective; (2) demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups; (3) demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school; (4) understand how education is impacted by historical, local, state, national, and international events and issues; (5) through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student; (6) demonstrate setting priorities in the context of stakeholder needs; (7) demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations; and (8) understand the dynamics of change and demonstrate the ability to implement change and educational reform.</p>
Organizational Management	4 BOSA hours

<ul style="list-style-type: none"> ▪ The Future of North Central Minnesota with State Demographer Megan Dayton ▪ BONUS Episode! Matching Post-Secondary Goals to Workforce Trends with Luke Greiner ▪ Career and Technical Education with Troy Haugen and Tami Martin ▪ Centering our Youth in their Post-Secondary Moves with Dr. Maggie Velasco, Steph Drange, Katie Baier ▪ Career Pathways for High School Students with Amy Sjoblad and Maggie Velasco 	<p>B. (1) demonstrate an understanding of organizational systems, including structural and cultural dynamics;</p> <p>(2) define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;</p> <p>(3) plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;</p> <p>(4) demonstrate the ability to analyze need and allocate personnel and material resources;</p> <p>(5) develop and manage budgets and maintain accurate fiscal records;</p>
<p>Equity and Culturally Responsive Leadership Package 1 & 2</p>	<p>6 BOSA hours; split 3 and 3</p>
<p>Part 1:</p> <ul style="list-style-type: none"> ▪ Exploring Cultural Competency with Dr. Anne Phibbs: A preview to the Sourcewell Education Summit ▪ Curriculum Revitalization Through an Equity Lens with Marceline DuBose ▪ Recognizing and Addressing Harmful Language with Marceline DuBose <p>-----</p> <p>Part 2:</p> <ul style="list-style-type: none"> ▪ Multilingual Students and Families: An asset-based conversation with Project Momentum Leaders Dr. Kendra Katnik and Claudia Tabini ▪ Cultivating Trauma-Informed School Spaces for All with Dr. Todd Savage: A preview to the Sourcewell Education Summit ▪ Supporting LGBTQ+ Youth in Rural Spaces with Ellie Krug 	<p>C. (1) ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;</p> <p>(2) recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;</p> <p>(3) ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;</p> <p>(4) ensure policies and practices are in place that proactively encourage positive behavior and respond to student behavior needs in a positive, fair, and unbiased manner;</p> <p>(5) recognize, identify, and address individual and institutional biases;</p> <p>(6) promote the preparation of students to live productively in and contribute to a diverse and global society;</p> <p>(7) address matters of equity and cultural responsiveness in all aspects of leadership; and</p> <p>(8) ensure policies and practices are in place that address student and staff mental and physical health and trauma.</p>

Culturally Responsive Leadership	3 BOSA hours
<ul style="list-style-type: none"> ▪ Autism Awareness Month with Empowering Kids CEO Tiffany Schroer ▪ Celebrating Asian American Pacific Islander Heritage Month with MN Author Kao Kalia Yang ▪ Celebrating Juneteenth with Pearl Ivory 	<p>C. (1) ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context; (2) recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning; (3) ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success; (4) ensure policies and practices are in place that proactively encourage positive behavior and respond to student behavior needs in a positive, fair, and unbiased manner; (5) recognize, identify, and address individual and institutional biases; (6) promote the preparation of students to live productively in and contribute to a diverse and global society; (7) address matters of equity and cultural responsiveness in all aspects of leadership; and (8) ensure policies and practices are in place that address student and staff mental and physical health and trauma.</p>
Culturally Responsive Leadership: Indigenous Focus and Resources	3 BOSA hours
<ul style="list-style-type: none"> ▪ Indigenizing the Curriculum with Odia Wood Krueger and Eden Bart ▪ Supporting Indigenous Education with Minnesota Indigenous Education Equity Access Specialist Emma Needham ▪ The Power of Windows and Mirrors with Ann McGee founder of Open Windows Books 	<p>C. (2) recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning; (3) ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success; (5) recognize, identify, and address individual and institutional biases; (6) promote the preparation of students to live productively in and contribute to a diverse and global society; (7) address matters of equity and cultural responsiveness in all aspects of leadership</p>
Communication Package	4 BOSA hours

<ul style="list-style-type: none"> ▪ Building Educational Leadership with Social Influence for the Benefit of Our Scholars, Colleagues, Families, Communities and Ourselves with Dr. Renae Bryant ▪ Connecting with Community Leaders featuring Mayor Dave Bartholomay ▪ Engaging in Difficult Conversations with Jacki Brickman ▪ 100% Visioning with Dr. Robyn Jackson 	<p>F. (1) understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community; (2) demonstrate individual and team facilitation skills.</p> <p>(3) recognize and apply an understanding of individual and group behavior in all situations; (4) demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication; (6) respond to, review, and summarize information for groups; (7) communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and</p> <p>(8) understand and utilize appropriate communication technology.</p>
<p>Community Relations Package</p>	<p>3 BOSA hours</p>
<ul style="list-style-type: none"> ▪ Building Bridges: Partnering with Families & Communities Part 1 with Raymond Blackledge, MN COMPASS School Advocate ▪ Building Bridges: Partnering with Families & Communities Part 2 with MDE's Jackie Blagsvedt and Saadia Mohamed ▪ Building Bridges: Partnering with Families & Communities Part 3 with MDE's Jackie Blagsvedt and Saadia Mohamed 	<p>G. (1) articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community; (2) demonstrate the ability to engage the extended community; (6) demonstrate a community-centric perspective and the ability to identify and articulate critical community issues that may impact local education.</p>
<p>Curriculum, Instruction, and Assessment Package</p>	<p>4 BOSA hours</p>

<ul style="list-style-type: none"> ▪ Effective Practices in Teaching, Assessing, and Reporting with Jan Hoegh: A preview to the Sourcewell Education Summit Jan Hoegh ▪ Next Generation Science Standards with Shelly Munoz ▪ Solving for All: High-Quality Math for Every Classroom with Chris Castillero and Mike Jordahl ▪ Embracing AI in the Classroom with Rachel Johnson and Mary Mehsikomer 	<p>H. (1) implement state academic standards and a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning;</p> <p>(2) develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;</p> <p>(3) apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels; understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;</p> <p>(5) demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;</p>
<p>Leading Curriculum, Instruction, and Assessment for Differing Abilities</p>	<p>3 BOSA hours</p>
<ul style="list-style-type: none"> ▪ Unpacking Universal Design with Katie Novak: A preview to the Sourcewell Education Summit ▪ Partnering for Success for All Students: Part 2 Early Childhood and Special Education ▪ Understanding ADHD and other mental health challenges with Jacki Brickman and Lisa Worden 	<p>H. (1) implement state academic standards and a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning;</p> <p>(2) develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by</p>

	<p>understanding professional and adult learning and development;</p> <p>(3) apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels; (4) understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;</p> <p>(5) demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;</p> <p>(6) lead, support with meaningful and effective feedback, and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and (7) promote and support instructional practice that is consistent with knowledge of child learning and development, is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p>
<p>Leadership in Literacy Package</p>	<p>3 BOSA hours</p>
<ul style="list-style-type: none"> ▪ Shifting the Balance: Bringing the Science of Reading into Elementary Classrooms with Kari Yates ▪ Unpacking Interdisciplinary Literacy Instruction with Shannon Rivard ▪ The READ ACT: A look back at Year 1 and What’s to come in Year 2 with Mary Jordahl and Megan Zierden 	<p>H. (2) develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;</p> <p>(3) apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels; (7) promote and support instructional practice that is consistent with knowledge of child learning and development, is intellectually challenging, is authentic to student</p>

	<p>experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>D. (1) understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success; (3) demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.</p>
<p>Safety and Security, Value & Ethics Package</p>	<p>3 BOSA hours</p>
<ul style="list-style-type: none"> ▪ <u>Cultivating Trauma-Informed School Spaces for All with Dr. Todd Savage: A preview to the Sourcewell Education Summit</u> ▪ <u>Challenging our beliefs to better prioritize children's needs with Paul Gorski</u> ▪ <u>Understanding ADHD and other mental health challenges with Jacki Brickman and Lisa Worden</u> ▪ <u>Examining Common School Practices with Seema Pothini</u> 	<p>L. (1) demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and (2) demonstrate the means to address emergency and crisis situations.</p> <p>J. (3) demonstrate the ability to balance complex community demands in the best interest of learners; (4) help learners grow and develop as caring, informed citizens;</p>