



FRAMEWORK FOR POLITICAL LEADERSHIP IN THE SUPERINTENDENCY: KNOWLEDGE, SKILLS, AND DISPOSITIONS

Each dimension requires a specific set of knowledge, skills and dispositions essential for superintendents to navigate politics successfully. In the chart that follows, we highlight key examples.

MICRO (Self)	MESO (School District & Local Community)	MACRO (National & State)
Knowledge: Identity + Typical local constituent groups + Major educational issues		
Understanding of how identity and values influence leadership	Awareness of typical constituent groups and how they work Including school board, local government, union, local news media, student groups, parent organizations, and advocacy groups	Understanding of federal and state education policies, laws, and school finance Awareness of education issues in national and global media
Skills: Critical examination + Proactive leadership* + Sense making		
Examining self as leader Exhibiting emotional intelligence Practicing cultural awareness	Visioning & communicating Political mapping Movement building & mobilizing Ongoing relationship building	Influencing, interpreting, and implementing education laws and policies Learning across communities
Dispositions: Grounded + Present + Cognizant		
Resilient Curious Centered	Transparent Courageous Visible	Informed Active Connected

* These skills represent the “core” of political leadership in education.