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Information

Professional Services Committee

Update on the Development of the Administrative Services Credential (ASC) Clear Induction Program Standards and Revision of the California Professional Standards for Educational Leaders (CPSEL)

Executive Summary: This item presents updates on the development of the Administrative Services Credential Clear Induction Program Standards and joint efforts with the California Department of Education and WestEd to revise the California Professional Standards for Educational Leaders (CPSEL).

Policy Question: Do the revised CPSEL reflect Commission priorities and expectations for the knowledge, skills, and abilities needed by Clear Administrative Services Credential candidates?

Recommended Action: For information only

Presenter: Gay Roby, Consultant, Professional Services Division

Strategic Plan Goal:

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

December 2013

Update on the Development of the Administrative Services Credential (ASC) Clear Induction Program Standards and Revision of the California Professional Standards for Educational Leaders (CPSEL)

Introduction

This agenda item provides an update on the progress to develop the clear administrative services credential induction program standards and review the CPSEL, which reflect the professional standards for education leaders. Together, these two documents provide tools for institutions to design, structure, and assess programs preparing educational leaders in California.

Background

The Commission has been working on updating the Administrative Services Credential Program Standards since 2010 when an advisory panel was convened to identify recommendations for the next iteration of the program standards. The panel's twelve recommendations were presented in October 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3A.pdf>) with ten adopted in December 2011 and two recommendations revised and adopted in January 2012.

Subsequently, the Administrative Services Credential (ASC) writing panel was convened in October 2012 and presented its first draft of the clear induction standards in April 2013 (<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf>). Since that time, staff has conducted stakeholder feedback meetings around the state and implemented an electronic survey to gather feedback on the proposed standards. These efforts were followed by in-person and electronic meetings of the writing panel to revise the draft standards according to the feedback received. This agenda item reports on the ongoing work to finalize the development of these standards for presentation to the Commission at the February 2014 meeting.

The California Professional Standards for Educational Leaders (CPSEL) have been part of California's education leader preparation continuum since 2001. The CPSEL lay out quality standards for all levels of education leaders. These leadership standards provide an overview of what successful leaders do, and are useful for setting a general course for leadership preparation, professional development activities, and administrator certification and district assessments. The CPSEL were initially adapted in 2001 from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) through a collaborative effort of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing, the California Department of Education, and California public and private universities. In 2004, the Commission incorporated the CPSEL into the adopted program standards for administrator licensure.

A decade later, there has been discussion that perhaps the CPSEL are out of date and need "refreshing" to better reflect the 21st century educator. Both the ASC Advisory panel (2010-2011) and the ASC writing panel (2011 to present) have recommended that the CPSEL be

revised. This agenda item reports on the efforts to update the CPSEL that have taken place since the September 2013 Commission meeting.

Update on the Administrative Services Credential Clear Induction Program Standards

The ASC writing panel (Appendix A) began its work in November 2012 with an extensive review of recent research, the recommendations from the ASC Advisory Panel, and dialogue about current needs and trends in the field of education leadership. Since that time, the panel developed the content and performance expectations for preliminary preparation programs and revised both the preliminary and clear program standards. After the initial presentation of the standards in April 2013 and the gathering of feedback from stakeholders in May 2013, the panel has focused primarily on the preliminary standards revision but continue to work on developing the induction standards. It is the panel's expectation to present the revised draft standards for information at the February 2014 Commission meeting, with possible adoption at the April 2014 meeting.

Update on the Revision of the CPSEL

The 2001 CPSEL are framed by an opening statement of their commitment to cultural diversity, technology, and the success of all students. The CPSEL are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The six categories are further delineated by a bulleted list under each category that expands upon the education leader's work. The CPSEL were developed to be policy standards, designed to be personalized by the consumer to meet the context and needs of the employer, organization or community.

In 2004, during the last revision of the ASC program standards, the CPSEL were adopted as part of the ASC Clear Standards-based program. Since that time, the CPSEL has become an integral part of preparation programs and the assessment of administrator candidates. The 2010 Advisory Panel and the 2012 writing panel agreed that the inclusion of the CPSEL in the second level of program standards should remain, but were concerned that the CPSEL were outdated and needed to be revised to better address the responsibilities of an education leader today.

In Fall 2013, Commission staff worked collaboratively with the California Department of Education and WestEd to convene a panel with expertise in educational leadership (Appendix B) to examine and update the CPSEL. The panel met for two days of examination and deliberation regarding the manner in which the CPSEL should be revised to better reflect the work of today's education administrator. Following this work, staff from the three agencies worked on the CPSEL language to incorporate the panel's revisions.

The proposed structure of the draft revised CPSEL is for three levels - the standards, the elements, and the indicators of practice. This format allows for greater detail in defining the work of an education leader while paralleling the structure of other current documents (e.g., California Quality Professional Learning Standards). An introductory statement entitled Guiding Principles has been drafted to once again declare a pervasive commitment to beliefs that are understood to be foundational to each CPSEL and element and provide an overview to the revised standards (Appendix C). While the 2001 CPSEL do not have titles, the six broad

categories found there were retained but reworded to reflect current thinking. The panel recommended titles for the 2014 updated CPSEL and a comparative chart is shown below:

Current CPSEL Key Words	Proposed CPSEL Standard Titles
1. Vision of Learning	1: Shared Vision and Responsibility
2. School Culture and Instructional Program	2: Teaching and Learning
3. Management of the Learning Environment	3: Management and Learning Environment
4. Community Interests, Needs, Resources	4: Family and Community Engagement
5. Personal and Professional Leadership	5: Ethics and Integrity
6. Political, Social, Economic, Legal & Cultural Context	6: External Context and Policy

The content of the bulleted lists under the six CPSEL were updated, given the label “elements” and included under the standards in an alphabetized list. Elements are designed to further expand understanding of each CPSEL and the particular areas of leadership addressed by that CPSEL. Together, the standards and the elements provide a “job description” for today’s educational leader. A copy of the standards and their elements are included as Appendix D.

Finally, to further illustrate the meaning and application of each standard and its elements, specific indicators of practice were developed. The indicators suggest actions that an educational leader might take while addressing a particular standard and are included under each element in a numerical list. For example, the indicators address the needs of both the individual and student groups, the use of data in making informed decisions, providing services that meet all student needs, not just academic ones, and working to keep students on the path to graduation. A copy of the standards, elements, and the indicators are included as Appendix E.

It is important to understand the relationship between the Commission-adopted content expectations, performance expectations and program standards—preliminary and induction with the CPSEL. The content expectations and performance expectations define what an individual must know and be able to do at the time of the recommendation for the Preliminary Administrative Services credential. The program standards define what the program—preliminary or induction—must provide for the candidates. The CPSEL, much like the California Standards for the Teaching Profession (CSTP), are the standards of practice for the profession of school administrators. The CPSEL are the focus of the Administrative Induction program, apply throughout the life of the administrator and are used by many employers as part of the evaluation process for administrators.

Next Steps

The draft Administrative Services Credential Clear Induction Program Standards will be presented to the Commission for information in February and potential adoption at the April 2014 meeting. It is expected that as the work on the CPSEL revision is completed, the language will be incorporated into the new ASC Clear Induction Program Standards.

Working in conjunction with WestEd and the Department of Education, an electronic survey for stakeholder feedback on the draft revised CPSEL will be conducted in December 2013 and January 2014, with the results of the survey presented to the workgroup for use in considering

changes to the proposed draft. The panel has scheduled a two-day meeting for late January to review feedback from stakeholder groups and interested individuals and make needed changes to the draft proposed CPSEL.

The final draft of the revised CPSEL will be presented to the Commission for adoption in April 2014. Subsequently the CPSEL will be presented to the State Board of Education for adoption as well.

Appendix A
Membership of the Administrative Services Credential
Program Standards Writing Group

Name	Position	Affiliation
Michael Bossi	Director of Leadership Coaching	Association of CA School Administrators (ACSA)
Danette Brown	CTA Board Member	California Teachers Association (CTA)
Rebecca Cheung	Academic Coordinator	University of California, Berkeley
Stephen Davis	Faculty Member in Doctoral Studies	California State Polytechnic University, Pomona
Karen Kearney	Director, Leadership Initiative	West Ed
Carol Leighty	Interim Dean	Point Loma Nazarene University
Carlye Olsen	Tier II Program Director	Association of CA School Administrators (ACSA)
Olivia Sosa	Director, Multilingual Education	San Joaquin County Office of Education

Appendix B
Membership of the CPSEL Revision Work Group

Name	Position	Affiliation
Danette Brown	Teacher on Special Assignment, La Habra City Schools	California Teachers Association (CTA)
Teri Burns	Senior Director for Policy Analysis	California School Boards Association (CSBA)
Rebecca Cheung	Academic Coordinator, Principal Leadership Institute	University of California, Berkeley
Claudia Frandsen	Director, Leadership Support Ventura County Office of Ed	Association of CA School Administrators (ACSA)
Cindy Gappa	Consultant	Department of Education
Beth Higbee	Assistant Superintendent	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
JoAnn Isken	Assistant Superintendent, Lennox School District	State Board of Education
Mary Jones	Commissioner	Commission on Teacher Credentialing
Gary Kinsey	Associate Vice President, School of Education	California State University, Channel Islands
Dave Marken	Superintendent	Newark Unified School District
Gary Ravani	President	California Federation of Teachers (CFT)
Eileen Rohan	Superintendent	Ross Valley Elementary School District
Robin Sehrt	Principal	Newark Unified School District
Peg Winkelman	President	California Association of Professors of Educational Administration (CAPEA)
L. Steven Winlock	Executive Director, Education Leadership Institute Sacramento County of Education	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
Staff Support		
Karen Kearney	Project Director	WestEd
Erin Kopeke	Consultant	Department of Education
Gay Roby	Consultant	Commission on Teacher Credentialing
Ron Taylor	Administrator, Title II Office	Department of Education

Appendix C

DRAFT California Professional Standards for Education Leaders (CPSEL) Update

The California Professional Standards for Education Leaders (CPSEL) are broad policy standards that are the foundation for administrator preparation, induction, professional learning and evaluation in California. They describe critical areas of leadership for administrators.

In the 2012 state Educator Excellence Task Force report, *Greatness by Design*, strongly supported the CPSEL as an important component of building a coherent leadership development system. The report suggested that the CPSEL (2001, 2004) be reviewed and then updated to reflect changes in administrator leadership expectations, the current context for schooling and needs of students, e.g., English Language Learners.

At the same time, the CPSEL, or local adaptations, are in wide use throughout the state and included in various policies. For example, the CPSEL are part of the expectations outlined in newly revised Title 5 regulations and the principal evaluation law (Liu, SB 1292, Stats. 2012).

The CPSEL Update Committee, convened by the Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE), addressed these points in their review and suggested changes. The committee suggested maintaining the basic footprint of six policy standards to easily align with current policies and also cross-reference the national ISLLC standards. They suggested adding standards' titles and breaking up each of the standards into parts to identify key concepts. These parts, called "elements" and identified in an alphabetized list under each standard, are also used to organize more specific "indicators of practice" that the range of stakeholders applies for various purposes. The "indicators of practice" are found under each element in a numerical list.

CPSEL Guiding Principles – Draft

The CPSEL Update Committee suggested the CPSEL are built on the following principles. The Guiding Principles set the direction and priorities for the updated CPSEL standards, elements, and indicators and are understood to be inherent in each of them. The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote standards-based learning and student well being for every student
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the centrality of equity
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

Appendix D

Draft Revised California Professional Standards for Education Leaders (CPSEL) and their Elements

STANDARD 1: Shared Vision and Responsibility

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

- A. Student–Centered Vision:** Leaders shape a collective vision that uses data and focuses on equitable access, opportunities, and outcomes for all students.
- B. Developing Shared Vision:** Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.
- C. Vision Planning and Implementation:** Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

STANDARD 2: Teaching and Learning

Education leaders shape a collaborative culture of teaching and learning focused on student and professional growth.

- A. Professional Learning Culture:** Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.
- B. Curriculum and Instruction:** Leaders guide and support the implementation of standards-based curriculum, instruction and assessments that address student expectations and outcomes.
- C. Assessment and Accountability:** Leaders develop and use assessment and accountability systems to monitor educator practice program outcomes and student learning.

STANDARD 3: Management and Learning Environment

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

- A. Operations and Facilities:** Leaders provide and oversee a functional, safe, and clean learning environment.
- B. Plans and Procedures:** Leaders establish structures and employ policies and processes that support students to graduate college and career ready.
- C. Climate:** Leaders facilitate safe, fair, and respectful environments that meet the cultural, intellectual, social, emotional, and physical needs of each learner.
- D. Fiscal and Human Resources:** Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

STANDARD 4: Family and Community Engagement

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

- A. Parent and Family Engagement:** Leaders meaningfully involve parents and families in student learning and support programs.
- B. Community Partnerships:** Leaders establish community partnerships that promote and support students graduating college and career ready.
- C. Community Resources and Services:** Leaders leverage and integrate community resources and services to meet the varied needs of all students.

STANDARD 5: Ethics and Integrity

Education leaders make decisions and behave in ways that demonstrate ethics, integrity, justice, and equity and hold staff and students to the same standard.

- A. Personal Values and Beliefs:** Leaders act upon a personal code of ethics that requires continuous reflection and learning.
- B. Ethical Decision-Making and Action:** Leaders guide and support personal and collective actions that use relevant data and research to make fair and ethical decisions.
- C. Influencing Ethical Practices:** Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

STANDARD 6: External Context and Policy

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

- A. Understanding Policy:** Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.
- B. Professional Influence:** Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students graduating college and career ready.
- C. Policy Engagement:** Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Appendix E
Draft Revised California Professional Standards for Education Leaders (CPSEL)
Elements, and Indicators

STANDARD 1: Shared Vision and Responsibility

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

- A. Student–Centered Vision:** Leaders shape a collective vision that uses data and focuses on equitable access, opportunities, and outcomes for all students.

Leaders

1. Emphasize that all students meet content and performance expectations, graduate, and are college and career ready.
2. Advance support for the cultural, intellectual, linguistic, emotional, and physical development of each learner.
3. Cultivate learning that builds on student assets and addresses student needs.
4. Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.

- B. Developing Shared Vision:** Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Leaders

1. Incorporate diverse perspectives and craft consensus about the vision and goals.
2. Communicate the vision so the staff and school community understands it and uses it for decision-making.
3. Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
4. Align the vision and goals with local, state and federal education laws and regulations.

- C. Vision Planning and Implementation:** Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Leaders

1. Use student achievement data, research, and best practices to shape and revise plans, programs, and activities that advance the vision.
2. Include staff and stakeholders in identifying and addressing any barriers to accomplishing the vision.
3. Facilitate a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
4. Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: Teaching and Learning

Education leaders shape a collaborative culture of teaching and learning focused on student and professional growth.

- A. Professional Learning Culture:** Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance

Leaders

1. Establish long-term professional learning based on research and alignment with organizational vision and goals for educator and student growth.
2. Promote professional learning plans that focus on authentic situations and specific needs related to increasing the learning and well being of all staff and students.
3. Capitalize on the diverse experience and abilities of staff to plan, implement and assess professional learning.
4. Strengthen staff trust and shared responsibility by instituting structures and processes that promote collaborative inquiry and problem solving.

- B. Curriculum and Instruction:** Leaders guide and support the implementation of standards-based curriculum, instruction and assessments that address student expectations and outcomes.

Leaders

1. Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
2. Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
3. Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
4. Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice

- C. Assessment and Accountability:** Leaders develop and use assessment and accountability systems to monitor educator practice, program outcomes and student learning.

Leaders

1. Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
2. Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
3. Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
4. Use professional standards (e.g., CSTP, CPSEL) and multiple measures as a base for ongoing performance assessment and useful feedback.

5. Apply a variety of tools and technology to gather feedback, organize and analyze data, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: Management and Learning Environment

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

A. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.

Leaders

1. Systematically review the physical plant and grounds to ensure that they are safe, meet ADA requirements, and comply with conditions that support every student's access.
2. Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
3. Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, physical, linguistic, and social-emotional requirements of students.
4. Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

B. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate college and career ready.

Leaders

1. Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
2. Manage legal and contractual agreements and storing confidential records (both paper and electronic) to insure student security and confidentiality.
3. Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
4. Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs aligned to the vision.

C. Climate: Leaders facilitate safe, fair, and respectful environments that meet the cultural, intellectual, social, emotional, and physical needs of each learner.

Leaders

1. Strengthen participation, engagement, connection, and a sense of belonging among all students and staff.
2. Implement a behavior management system and protocols that are clear, fair, incremental, culturally responsive, and celebrate student and school achievement.
3. Consistently review and respond to attendance and disciplinary data to ensure that management practices are equitably applied to all students.

D. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Leaders

1. Provide clear rationale for decisions and distribute resources to equitably advance shared vision and goals directed toward all students.
2. Work with the district and school community to focus on both short and long-term fiscal management.
3. Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
4. Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
5. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
6. Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance, inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: Family and Community Engagement

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

A. Parent and Family Engagement: Leaders meaningfully involve parents and families in student learning and support programs.

Leaders

1. Establish a welcoming environment for family participation by recognizing and respecting diverse family goals and aspirations for students.
2. Use various strategies and processes to communicate regularly with parents and families in ways that are accessible and understandable.
3. Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
4. Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
5. Facilitate a reciprocal relationship with families that encourage them to assist the school and to participate in opportunities that extend their capacity to support students.

B. Community Partnerships: Leaders establish community partnerships that promote and support students graduating college and career ready.

Leaders

1. Incorporate information about family and community expectations and needs into decision-making and activities.
2. Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.

3. Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well being.
4. Participate in local activities that engage community members and staff in communicating school successes to the broader community.

C. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Leaders

1. Seek out and collaborate with community programs and services that assist students who need academic, physical, mental, social, linguistic or other support to succeed in school.
2. Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities
3. Work with community emergency and welfare agencies to develop positive relationships.
4. Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: Ethics and Integrity

Education leaders make decisions and behave in ways that demonstrate ethics, integrity, justice, and equity and hold staff and students to the same standard.

A. Personal Values and Beliefs: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Leaders

1. Examine personal assumptions, values, beliefs, and practices to identify strengths and needs that support or hinder their capacity to increase student learning and well being.
2. Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
3. Address students' various social, emotional, academic linguistic, and economic needs by promoting equitable practices and accessing appropriate resources.
4. Demonstrate cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
5. Make their practices public, admit mistakes and areas for improvement, and take responsibility for their actions.
6. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

B. Ethical Decision-Making and Action: Leaders guide and support personal and collective actions that use relevant data and research to make fair and ethical decisions.

Leaders

1. Consider and evaluate the potential moral and legal consequences of decisions.
2. Review data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.

3. Use data and research, combined with professional judgment and knowledge of context, to formulate plans and decisions.
4. Identify biases and remove barriers that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination.
5. Commit to making difficult decisions for the greater good of students, staff and the school community.

C. Influencing Ethical Practices: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Leaders

1. Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.
2. Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
3. Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling accountable behavior.
4. Protect the rights and appropriate confidentiality of students, staff, and families.
5. Promote understanding and follow the legal, social and ethical use of technology among all members of the school community.

STANDARD 6: External Context and Policy

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

A. Understanding Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Leaders

1. Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
2. Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
3. Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Language Learners, and students needing additional support.
4. Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
5. Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

B. Professional Influence: Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students graduating college and career ready.

Leaders

1. Advocate for equity and adequacy in providing for students' and families' education, language, physical, emotional, social, cultural, legal, and economic needs, so every student can meet education expectations and goals.
2. Support public policies and administrative procedures that provide for present and future needs of children and families and improve equity and excellence in education.
3. Promote public policies that ensure the equitable distribution of resources and support services for all students.

C. Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Leaders

1. Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
2. Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
3. Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to economic, social and other emerging issues.