

Moving CAPE Concepts from Paragraphs to Bulleted Lists

New Bulleted Version	Online Survey Version
<p>1: Developing a Student-Centered Vision of Teaching and Learning</p> <p>Beginning school site leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Develop a student-centered vision of teaching and learning based on the understanding that that the school's purpose is to increase student learning and well-being. 2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission. 3. Analyze political, social, economic and cultural contexts to inform the school vision and mission 4. Analyze and align the school's vision and mission to the district's goals. 5. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each learner 6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders. 	<p>CAPE 1: Developing a Student-Centered Vision of Teaching and Learning</p> <p>The preliminary candidate understands that the school's purpose centers on increasing students' learning and well-being. S/he uses available student and school data from multiple sources and considers political, social, economic and cultural contexts when developing a site-specific vision and mission consistent with the district's overall goals. The candidate facilitates and supports school structures, systems, and conditions that offer equal opportunities for all students to succeed by articulating how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. S/he can describe and explain the student-centered vision of teaching and learning to staff and stakeholders.</p> <p>Moved to CAPE 3 in the bulleted version</p>

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<p>2: Developing a Shared Vision and Community Commitment</p> <p>Beginning school site leaders apply their understanding of school governance, roles, responsibilities, and relationships of the individual and entities within the California education system. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none">1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders2. Use effective strategies for communicating with varied stakeholders about the shared vision and goals.3. Promote a community commitment and collective sense of responsibility for enacting the school vision, mission, and goals.	<p>CAPE 2: Developing a Shared Vision and Community Commitment</p> <p>The preliminary candidate understands school governance, roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. S/he knows how to facilitate collaborative processes, including consensus building and decision-making. The candidate engages staff and diverse community stakeholders in expressing expectations for students and the school that develop into a shared vision and goals. S/he knows effective strategies for communicating with varied audiences and uses these to promote a collective sense of responsibility for enacting the school mission and vision.</p>
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<p>3: Implementing the Vision</p> <p>Beginning school site leaders recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none">1. Engage others in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable schooling for all students.3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the site vision.4. Share results with students, staff, and other stakeholders and uses this information to guide updates, revisions, and the allocation of resources.5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed (Moved from CAPE 1)	<p>CAPE 3: Implementing the Vision (Originally CAPE 3 & 4)</p> <p>The preliminary candidate recognizes and can explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. S/he engages others in sharing data to assess instructional strengths and needs that lead to student, staff, and community goals. The candidate uses the goals in developing and implementing a plan aligned with the school's shared vision of equitable schooling for all students. S/he collects, analyzes, and uses multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the site vision. The candidate shares results with staff and stakeholders and uses this information to guide updates, revisions, and the allocation of resources.</p>
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<p>4: Personal and Professional Learning</p> <p>Beginning school site leaders recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none">1. Use state-adopted professional standards and the California Standards for the Teaching Profession (CSTP) for teachers and administrators (CAPEs and CPSEL) to describe and set expectations for growth and performance for staff and for themselves.2. Involve staff in identifying areas of professional strength and development that link to accomplishing the site's vision and goals to improve instruction and student learning.3. Assist staff in developing personalized professional growth plans, based on state adopted standards, to identify differentiated activities and outcomes for individual and collaborative learning.4. Use resources to support evidence-based practices that staff can apply to solve school level problems of practice.	<p>CAPE 4: PERSONAL AND PROFESSIONAL LEARNING (Originally CAPE 15, then CAPE 11)</p> <p>The preliminary candidate recognizes professional growth as an essential part of the shared vision to continuously improve the school, staff, student learning, and student well-being. S/he uses the state-adopted professional standards for teachers and administrators to describe growth and performance expectations for staff and herself/himself. The candidate involves staff in identifying areas of professional strength and development that link to accomplishing the site's vision and goals to improve instruction and student learning. S/he assists staff in developing personalized professional growth plans to identify differentiated activities and outcomes for individual and collaborative learning. S/he ensures that resources are used to support evidence-based practices that staff can apply to solve school level problems of practice.</p>
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<p>5: Promoting Effective Curriculum, Instruction, and Assessment</p> <p>Beginning school site leaders understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none">1. Use varied communication approaches to assist staff and stakeholders to understand state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.2. Establish and maintain high learning expectations for all students3. Implement effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all learners.	<p>CAPE 5: Promoting Effective Curriculum, Instruction, and Assessment</p> <p>The preliminary candidate understands the role of instructional leader and uses the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. S/he uses varied communication approaches to help staff and stakeholders understand state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals. The preliminary candidate holds high expectations for all students and is knowledgeable about effective instruction and a range of instructional methods and supporting practices that address individual learners including students with special needs; students with cultural, racial, and linguistic differences; and students from a variety of socio-economic backgrounds.</p>
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<p>6: Supporting Teachers to Improve Practice</p> <p>Beginning school site leaders know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.</p> <p>During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none">1. Use adult learning theory to design, facilitate, and implement varied strategies that guide and support staff members in improving their practice.2. Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.3. Access and use state professional learning standards and the CSTP with staff and the community as a foundation to guide professional learning.4. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.	<p>CAPE 6: Supporting Teachers to Improve Practice (Originally CAPE 14, then CAPE 10)</p> <p>The preliminary candidate knows research based principals of adult learning and understands how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.</p> <p>S/he knows how to use adult learning theory in designing, facilitating, and implementing varied strategies that guide and support diverse staff in improving their practice. The candidate fosters a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change. S/he uses the state professional learning standards with staff and the community as a foundation for building a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable schooling and outcomes for all students.</p>
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7: Feedback on Instruction

Beginning school site leaders know and understand TK-12 student content standards and frameworks, performance expectations, aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.

During preliminary preparation, beginning leaders learn how to:

1. Observe and analyze classroom planning and instruction in accordance with district policy and practices and the CSTP.
2. Review a variety of sources of information about previous lessons, student work, and outcomes in order to provide relevant and appropriate feedback to the teacher about the observation process and lesson content
3. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about the teaching and learning observed to improve instructional practice.
4. Provide timely, constructive suggestions about instructional strategies, available resources, and technologies to refine the lesson and enhance instruction that supports student learning, safety, and well-being.

CAPE 7: Feedback on Instruction

(Originally CAPE 6)

The preliminary candidate knows and understands TK-12 student content standards, performance expectations, and aligned instructional and support practices focused on ensuring all students graduate ready for college and careers. S/he uses this knowledge to observe and analyze classroom planning and instruction in accordance with district policy and practices. As context for the observation, s/he talks to the teacher about the observation process and lesson content and reviews a variety of sources of information about previous lessons, student work, and outcomes. The candidate understands the principles of reflective and collegial conversations and how to provide unbiased, evidence-based feedback about the teaching and learning observed to improve instructional practice. S/he offers timely, constructive suggestions about strategies, available resources, and technologies to refine the lesson and enhance instruction that supports student learning and well-being.

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<p>8: Operations and Resource Management</p> <p>Beginning school site leaders know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Manage the inter-relationships within the network of school operations, instructional programs, student services, and material, fiscal and human resources. 2. Develop a plan to engage staff and others in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help to maintain a focus on access to learning opportunities and resources and positive outcomes for all students. 3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. 4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. S/he handles confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. 	<p>CAPE 8: Operations and Resource Management (Originally CAPE 11, then CAPE 12)</p> <p>The preliminary candidate knows that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. S/he understands the inter-relationships within the network of school operations, instructional programs, student services, and human, material, and fiscal resources. The candidate develops a plan to engage staff and others in establishing routines for monitoring facilities, operations, and resource acquisition and distribution that help to maintain a focus on the vision of equitable schooling for all students. S/he understands regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. The candidate uses technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. S/he applies best practices in handling confidential matters relating to students and staff.</p>
<p>9: Managing Organizational Systems and Human Resources</p> <p>Beginning school site leaders recognize personal and institutional biases and</p>	<p>CAPE 9: Managing Organizational Systems and Human Resources (Originally CAPE 16, then CAPE 13)</p>

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<p>inequities within the education system and the school site that can negatively impact staff and student safety and performance, and addresses these biases. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non re-election, and dismissing staff. 2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. 3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support equitable student achievement, safety, and well-being. 4. Use a systems thinking perspective to: a) set priorities and manage organizational complexity; b) develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and c) engage staff and others in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students. 	<p>The preliminary candidate recognizes personal and institutional biases and inequities, within the education system and the school site, that can negatively impact staff and student performance, and addresses these biases. The candidate is aware of legal and ethical procedures for hiring, evaluating, supervising, disciplining, and dismissing staff. S/he understands labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. The candidate understands the student behavior principles of positive behavior interventions, conflict resolution, and restorative justice and can explain to staff and community members how they support equitable student achievement and well-being. S/he understands systems thinking and how to apply these principles to set priorities and manage organizational complexity. S/he develops schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning. The candidate engages staff and others in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes directed toward meeting school goals and equitable opportunities for all students.</p>
<p>10: Managing the School Budget Beginning school site leaders know the school's budget and how the budget</p>	<p>CAPE 10: Managing the School Budget (Originally CAPE 17, then CAPE 14)</p>

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<p>supports student and site needs. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local/district allocations. 2. Assess student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans. 3. Work with finance office staff to conduct accurate financial recordkeeping and accounting 4. Use various technologies related to financial management and business procedures. 5. Collaborate with finance office staff and others to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures. 	<p>The preliminary candidate has a thorough understanding of student and site needs and uses this understanding as a base for financial decision-making. S/he prioritizes expenditures to support the school's vision, goals, and plan. S/he knows laws and regulations that are the foundation of California school finance, federal program funding, and local allocations. The candidate is aware of the principles of financial recordkeeping and accounting processes, and knows the uses for various technologies related to financial management and business procedures. S/he works collaboratively with others to understand, monitor, and report on the school's budget and expenditures in a timely manner. The candidate, in partnership with a team of site-level educators, is transparent when communicating budget and financial decisions to the district and the school community.</p>
<p>11: Parent and Family Engagement Beginning school site leaders provide opportunities for family involvement in education and school activities. They understand the benefits of and regulations pertaining to family involvement. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Engage family and community engagement in accomplishing the school's vision of equitable access to opportunities and continuous improvement. 2. Create and promote a welcoming environment for family and community participation. 	<p>CAPE 11: Parent and Family Engagement (Originally CAPE 8, then CAPE 15) The preliminary candidate knows research and regulations regarding family involvement in education and school activities. S/he understands that family and community engagement is key in accomplishing the school's vision of equitable schooling and continuous improvement. The candidate knows how to create and promote a welcoming environment for family and community participation. S/he learns about, recognizes, and respects differing family goals and aspirations for students. The candidate works with</p>

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<ol style="list-style-type: none"> 3. Recognize and respect family goals and aspirations for students. 4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. 	<p>staff to strengthen communications with the range of diverse families, specifically including underrepresented voices, about student assessments and achievement, teacher professional learning, school climate, and progress toward achieving school goals.</p>
<p>12: Community Involvement</p> <p>Beginning school site leaders recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups to reach consensus on key issues that affect student learning, safety and well-being. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the school's goal of graduating every student ready for college and careers. 2. Use conflict resolution in facilitating different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions. 3. Access community programs and services that assist students requiring extra academic, mental health, linguistic, cultural, social emotional, physical, or other needs to succeed in school. 4. Explain to staff and others the importance of ongoing 	<p>CAPE 12: Community Involvement (Originally CAPE 20, then CAPE 16)</p> <p>The preliminary candidate understands that family and community perspectives about schooling are diverse and knows strategies to bring them together. S/he uses skills such as conflict resolution in facilitating different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions. By building trust and working productively with teams, the candidate promotes a sense of shared responsibility and accountability for achieving the school's goal of graduating every student ready for college and careers. S/he is aware of community programs and services that assist students needing extra academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school. The candidate can explain to staff and others the importance of ongoing community understanding and support to sustaining resources directed toward achieving school goals.</p>

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<p>community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.</p>	
<p>13: Reflective Practice Beginning school site leaders regularly review and reflect on their performance and consider how their actions affect others and influence progress toward the school's goals. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Apply ethical responsibility to develop professional leadership capacity 2. Assess personal and professional challenges in order to identify areas for self-improvement. 3. Use a professional learning plan to focus personal and professional growth in order to achieve the vision and goals of the school. Seek learning opportunities that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. 4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. 	<p>CAPE 13 Reflective Practice (Originally CAPE 18) The preliminary candidate regularly reflects on and reviews her/his own performance and considers how her/his actions affect others and influence progress toward the school's goals. S/he understands her/his ethical responsibility to develop professional leadership capacity and assess personal and professional challenges in order to identify areas for self-improvement. The preliminary candidate uses a professional learning plan to focus personal and professional growth that targets achieving the vision and goals of the school. S/he actively seeks learning opportunities that help her/him address the range of students' academic, linguistic, cultural, social-emotional, physical, and economic needs. The candidate holds herself/himself to a high standard of professionalism, ethics, integrity, justice, and equity and expects the same behavior of others.</p>
<p>14: Ethical Decision-Making Beginning school site leaders recognize and use their professional influence with staff, students and 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. During preliminary preparation, beginning leaders learn how to:</p>	<p>CAPE 14 ETHICAL DECISION-MAKING (Originally CAPE 3: <i>Leading Implementation of the Vision - moved from S1; Leading by Example to Promote Implementation of the Vision</i>) The preliminary candidate understands that fair and equitable decisions about student learning and well-being are based on individual and collective goals and needs. S/he recognizes institutional</p>

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<ol style="list-style-type: none"> 1. Recognize institutional barriers to student and staff learning and use strategies that overcome barriers. 2. Guide the staff in examining issues related to race, diversity, and access that can affect accomplishment of the school's vision, mission, and goals. 3. Involve family and the community stakeholders in reviewing aggregated, and where appropriate, disaggregated student data and evidence based best practices to identify and address actual and anticipated challenges that can negatively affect student success. 	<p>barriers to student and staff learning and uses strategies that overcome barriers. S/he guides the staff in examining issues related to race, diversity, and access that can affect accomplishment of the school's vision, mission, and goals. The candidate involves family and community stakeholders in reviewing aggregated, and where appropriate disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.</p>
<p>15: Ethical Action Beginning school site leaders understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none"> 1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. 2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect. 3. Use personal and professional ethics as a foundation for communicating the rationale for their actions. 	<p>CAPE 15: Ethical Action (Originally CAPE 7, then CAPE 17: <i>School and Community Context Understanding the School and Community Context to Create an Inclusive School Environment</i>) The preliminary candidate understands that how s/he carries out professional obligations and responsibilities affects the entire school community. Based on this understanding, s/he applies policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. The candidate acts with integrity, fairness, and justice and intervenes appropriately so that all members of the school community are treated equitably and with dignity and respect. S/he uses personal and professional ethics as a foundation for communicating the rationale for her/his actions.</p>

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<p>16: Understanding and Communicating Policy</p> <p>Beginning school site leaders are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none">1. Situate their school within larger district, state, and federal contexts that include not only political factors, but also social, economic, legal and cultural factors.2. Understand and analyze governance and policy systems, and use this understanding to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.4. Operate within legal parameters at all levels of the education system.	<p>CAPE: 16 Understanding and Communicating Policy (Originally CAPE 18, then CAPE 19: <i>Understanding Local, State, and Federal Laws, Regulations, and Guidelines</i>)</p> <p>The preliminary candidate is aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. S/he understands that her/his school is part of larger district, state, and federal context that includes not only political factors, but also social, economic, legal and cultural factors. The candidate understands governance and policy systems, and uses this understanding to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. S/he facilitates discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being. The candidate operates within legal parameters at all levels of the system.</p>
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<p>17: Representing and Promoting the School</p> <p>Beginning school site leaders understand that they are the spokesperson for the school's accomplishments and needs.</p> <p>During preliminary preparation, beginning leaders learn how to:</p> <ol style="list-style-type: none">1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.2. Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety and well-being3. Communicate how the school is doing in meeting its goals and where resource contributions from the public would be most needed and helpful4. Involve stakeholders in assisting to address the school's challenges as well as sharing in its successes.	<p>CAPE 17: Representing and Promoting the School (Originally CAPE 19, then CAPE 20: <i>Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public</i>)</p> <p>The preliminary candidate understands that s/he is the spokesperson for the school's accomplishments and needs and works to improve her/his public speaking, writing, presentation, and advocacy skills. S/he recognizes that garnering public support for the school and its activities to promote student learning and well-being is primarily based on providing the public with a clear picture of what the school's mission, vision, and goals are; communicating effectively to the public how the school is doing in meeting those goals and where resource contributions from the public would be most needed and helpful, and on involving stakeholders in helping to address the school's challenges, as well as, sharing in its successes.</p>
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