Professional Services Committee

Proposed Adoption of the Updated California Professional Standards for Educational Leaders (CPSEL)

Executive Summary: This item presents the updated California Professional Standards for Educational Leaders (CPSEL) for possible adoption.

Policy Question: Do the revised CPSEL reflect Commission priorities and expectations for the knowledge, skills, and abilities needed by California's cadre of education administrators?

Recommended Action: That the Commission adopt the proposed California Professional Standards for Educational Leaders.

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.

Proposed Adoption of the Updated California Professional Standards for Educational Leaders (CPSEL)

Introduction

This agenda item provides proposed California Professional Standards for Educational Leaders (CPSEL), for the Commission consideration and potential adoption.

Background

The CPSEL have been part of California's education leader preparation continuum since 2001. 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, the CPSEL outline quality standards of professional behavior for all levels of education leaders. In 2004, the Commission incorporated the CPSEL into the adopted program standards for administrator licensure.

In Fall 2013, Commission staff worked collaboratively with the California Department of Education and WestEd to convene a panel with expertise in education leadership (Appendix A) to examine and update the CPSEL. The panel's goal was to update the standards to better reflect the work of today's education administrator. The panel met for two days of examination and deliberation in October followed by agency staff working on the CPSEL language to incorporate the panel's revisions. Stakeholder feedback was sought during December 2013 and January 2014. On January 22nd and 23rd the panel reconvened to consider input provided by the stakeholders and develop supporting documents.

The CPSEL are broad in both depth and width, equally serving the novice and the veteran administrator in outlining professional standards and practices. It is important to note that the CPSEL are embedded in the proposed draft Administrative Services Credential (ASC) Clear Induction Program Standards, serving as the goal and the measurement of ASC candidates during their induction experience, their first years of administrative service. At the same time, their depth and complexity also allow the CPSEL to become the foundation for measurement of competence throughout an education leader's career. Districts across the state have adopted or adapted the CPSEL as their evaluation tool for principals and other district administrators.

Update on the Revision of the CPSEL

After initial efforts to update the CPSEL, stakeholder feedback was gathered through a stakeholder survey. This feedback was organized thematically and was presented to the panel, along with letters received from interested organizations and individuals. All information was examined and discussed for possible inclusion in the review and revision of the standards with resulting actions by the panel archived into the notes of the meeting.

Comments from the online surveys and letters expressed strong appreciation and support for the update as presented. Several suggestions were offered. They centered on:

- clarifying words and/or terms that were possibly unclear or ambiguous and eliminating jargon
- advocating for the inclusion of additional, specific student populations or programs (for example, linked learning)
- changing a couple of standard or element titles to better reflect content
- explaining that *Indicators* are not a comprehensive list of requirements, but rather examples of practice that illustrate the standard

The most focused comments indicated a concern about the number of Indicators included in the document and how they might be used. The panel addressed the concern by extending the description text in the Introduction to explain that Indicators in the document are examples in practice and not intended to be an exhaustive list of options or a comprehensive list of requirements. The panel also agreed to change the titles "Indicators" to "Example Indicators" throughout the document.

Review Process: The panel reviewed every public comment from the online survey and individually submitted letters. Comments were organized by standard and considered by one of three subgroups for fit with the overall intent of CPSEL as professional policy standards. Each of the subgroups recommended suggestions for acceptance, modification, or rationale for not including the change. The entire CPSEL panel then reviewed the subgroup actions and reached consensus on recommended changes. Staff coordinated panel recommendations into another version for review by the panel and the panel agreed to move the draft forward to CTC staff.

In addition, the panel worked on fine-tuning a list of terms for inclusion in a Glossary, checking alignment of the proposed updated CPSEL with the original CPSEL, with the recently approved California Administrator Performance Expectations (CAPEs), and with principal evaluation law. Panel members also worked in groups to revise the CPSEL Introduction, examples of using CPSEL by various stakeholders, and a dissemination plan.

The revised introduction to the CPSEL is included as Appendix B and the updated CPSEL is included as Appendix C. A summary of the CPSEL is included on the following page.

Staff Recommendation
Staff recommends that the Commission adopt the updated CPSEL, Appendix C, as presented in this agenda item.

Next Steps
The CPSEL are incorporated by reference into the proposed induction standards being considered for adoption by the Commission during its February 2014 meeting. If the Commission adopts the CPSEL, staff will work with institutions to improve their understanding of the content and of the implementation possibilities for both administrative services induction candidates and veteran education administrators. This will include notifications, group meetings such as professional conferences, think tank meetings, and individual technical assistance.

Draft Revised California Professional Standards for Education Leaders (CPSEL)

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student–Centered Vision
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B: 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.

Element 1C: Vision Planning and Implementation
Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

STANDARD 2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: 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.

Element 2B: Curriculum and Instruction
Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Element 2C: Assessment and Accountability
Leaders develop and use assessment and accountability systems to monitor, improve, and extend 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.

Element 3A: Operations and Facilities
Leaders provide and oversee a functional, safe, and clean learning environment.

Element 3B: Plans and Procedures
Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Element 3C: Climate
Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Element 3D: 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.

Element 4A: Parent and Family Engagement
Leaders meaningfully involve all parents and families in student learning and support programs.

Element 4B: Community Partnerships
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Element 4C: 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, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice
Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Element 5B: Ethical Decision-Making
Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Element 5C: Ethical Action
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.

Element 6A: Understanding and Communicating Policy
Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Element 6B: Professional Influence
Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students graduate ready for college and career.

Element 6C: Policy Engagement
Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Appendix A
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 B
Draft California Professional Standards for Education Leaders (CPSEL) Introduction

The California Professional Standards for Education Leaders (CPSEL)

The California Professional Standards for Education Leaders (CPSEL) are broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. They describe critical areas of leadership for administrators. CPSEL have been a part of the California's education leader preparation continuum since 2001. 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, during the last revision of the Administrative Services Credential (ASC) program standards, the CPSEL were adopted as part of the ASC Clear Standards-based program. Since that time, the CPSEL have become an integral part of preparation programs and the assessment of administrator candidates. At this 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 V regulations and the principal evaluation law (Liu, 2012).

A decade after the original document was written, the ASC Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and 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. However, they also noted that the CPSEL needed "refreshing" to better reflect the 21st century leader expectations, the current context for schooling, and needs of all students.

To start, the CPSEL Update Committee identified a set of Guiding Principles that declare a commitment to foundational beliefs that undergird each CPSEL.

The CPSEL:
- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

Then, the CPSEL Update Committee, convened by the Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE), addressed the previous comments of the Administrative Services Advisory panel, Administrative Services standard writing panel, and the *Greatness by Design* report as well as other research and current leadership standards. As a result of an extensive review, the committee suggests maintaining the basic footprint of six policy standards to easily align with current policies and also cross-reference the national ISLLC standards. The chart below describes the updated titles:

Current CPSEL Key Words	Updated CPSEL Standard Titles
1. Vision of Learning	1. Development and Implementation of a Shared Vision
2. School Culture and Instructional Program	2. Instructional Leadership
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

In addition, the Committee has enhanced the structure of the revised CPSEL to three levels: the standards, the elements, and example 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 such as the *California Standards for the Teaching Profession* (2009) and the newly approved Quality Professional Learning Standards (Torlakson, December 2013).

The CPSEL are the professional standards for education leaders and broadly describe effective leadership. The elements point to the key areas of leader actions within each of the standards. The indicators are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

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

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student–Centered Vision
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Example Indicators:
  A1. Advance support for the academic, linguistic, cultural, social-emotional, and physical development of each learner.
  A2. Cultivate multiple learning opportunities that build on student assets and address student needs.
  A3. 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.
  A4. Emphasize the expectation that all students meet content and performance standards.

Element 1B: 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.

Example Indicators:
  B1. Solicit diverse perspectives and craft consensus about the vision and goals.
  B2. Communicate the vision so the staff and school community understands it and uses it for decision-making.
  B3. Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
  B4. Align the vision and goals with local, state and federal education laws and regulations.

Element 1C: Vision Planning and Implementation
Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:
  C1. Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
  C2. Use evidence (including, but not limited to student achievement data, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.
  C3. Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: 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.

Example Indicators:
 A1. Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
 A2. Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
 A3. Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
 A4. Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction
Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:
 B1. Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
 B2. Promote and use state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
 B3. Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
 B4. Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Element 2C: Assessment and Accountability
Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Example Indicators:
 C1. Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
 C2. Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
 C3. Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
 C4. Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning

C5. Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, 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.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:
  A1. Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
  A2. Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
  A3. Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and requirements of students.
  A4. Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:
  B1. Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
  B2. Manage legal and contractual agreements and storage of records (both paper and electronic) to insure staff and student security and confidentiality.
  B3. Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
  B4. Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

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

Example Indicators:
  C1. Strengthen participation, engagement, connection, and a sense of belonging among all students and staff.

C2. Implement a positive behavior management system with intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

C3. Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:
D1. Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

D2. Work with the district and school community to focus on both short and long-term fiscal management.

D3. Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

D4. Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

D5. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

D6. Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or 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.

Element 4A: Parent and Family Engagement
Leaders meaningfully involve all parents and families in student learning and support programs.

Example Indicators:
A1. Establish a welcoming environment for family participation end education by recognizing and respecting diverse family goals and aspirations for students.

A2. Communicate regularly with all parents and families in ways that are accessible and understandable.

A3. Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

A4. Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

A5. Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:
  B1. Incorporate information about family and community expectations and needs into decision-making and activities.
  B2. Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
  B3. Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
  B4. Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:
  C1. Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
  C2. Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
  C3. Work with community emergency and welfare agencies to develop positive relationships.
  C4. 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, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice
Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:
  A1. Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
  A2. Reflect on areas for improvement and take responsibility for change and growth.
  A3. Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
  A4. Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
  A5. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making
Leaders guide and support personal and collective actions that use relevant evidence and research to make fair and ethical decisions.

Example Indicators:
  B1. Consider and evaluate the potential moral and legal consequences of decisions.
  B2. Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
  B3. Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
  B4. Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action
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.

Example Indicators:
  C1. Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.
  C2. 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.
  C3. Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
  C4. Protect the rights and appropriate confidentiality of students, staff, and families.
  C5. 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.

Element 6A: Understanding and Communicating Policy
Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:
  A1. Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
  A2. Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.

A3. Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.

A4. Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

A5. Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students graduate ready for college and career.

Example Indicators:

B1. Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

B2. Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

B3. Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

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

Example Indicators:

C1. Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

C2. 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.

C3. Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.