# California Professional Standards
# for
# Education Leaders (CPSEL)

**Adopted by the Commission**
**February 2014**

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# Introduction

## Introduction

The academic success and well being of California's students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25%[1]. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

## History of the California Professional Standards for Education Leaders

CPSEL have been a part of the California's education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

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[1] Marzano, R. J.; Waters, T.; & B. McNulty (2005). School Leadership that Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development;

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design,* recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for "refreshing" the CPSEL to better reflect the 21st century leader expectations, the current context for schooling, and needs of California's widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

## Guiding Principles for the CPSEL

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting 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

## Organization of the CPSEL

The CPSEL are the professional standards for education leaders and broadly describe effective leadership.

The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the*

*Teaching Profession* (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states. Each standard has a title that supports its identification and use:

- o Development and Implementation of a Shared Vision
- o Instructional Leadership
- o Management and Learning Environment
- o Family and Community Engagement
- o Ethics and Integrity
- o External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

The indicators further delineate leader action. They 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 or required 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.

**Conclusion**

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.

# California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example 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:*
   1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
   1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
   1A-3 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.
   1A-4 Emphasize the expectation that all students will 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:*
   1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
   1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
   1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
   1B-4 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:*
   1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
   1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 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:*
  2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
  2A-2 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.
  2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
  2A-4 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:*
  2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
  2B-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.
  2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
  2B-4 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:*
  2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.

2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.

2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning

2C-5 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:*

3A-1 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.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.

3A-4 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:*

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 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:*
- 3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
- 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and 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:*
- 3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
- 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
- 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6 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, including underrepresented communities, in student learning and support programs.

*Example Indicators:*
   4A-1 Establish a welcoming environment for family participation end education by
      recognizing and respecting diverse family goals and aspirations for students.
   4A-2 Follow guidelines for communication and participation established in federal and state
      mandates, district policies, and legal agreements.
   4A-3 Solicit input from and communicate regularly with all parents and families in ways that
      are accessible and understandable.
   4A-4 Engage families with staff to establish academic programs and supports that address
      individual and collective student assets and needs.
   4A-5 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:*
   4B-1 Incorporate information about family and community expectations and needs into
      decision-making and activities.
   4B-2 Share leadership responsibility by establishing community, business, institutional and
      civic partnerships that invest in and support the vision and goals.
   4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on
      key issues that affect student learning and well-being.
   4B-4 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:*
   4C-1 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.
   4C-2 Build mutually beneficial relationships with external organizations to coordinate the use
      of school and community facilities.
   4C-3 Work with community emergency and welfare agencies to develop positive
      relationships.
   4C-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, 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:*
5A-1 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.
5A-2 Reflect on areas for improvement and take responsibility for change and growth.
5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
5A-5 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 available research to make fair and ethical decisions.

*Example Indicators:*
5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
5B-4 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:*
5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-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.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-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.**

### 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:*
6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.

6A-3 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.

6A-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.

6A-5 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 to graduate ready for college and career.

*Example Indicators:*
6B-1 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.

6B-2 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.

6B-3 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:*
6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
6C-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.
6C-3 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.