

Crosswalk of Previous to New KSDE Building Leadership Standards

General Information about the Building Leadership Revision:

- Each standard begins with the following stem: *“Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate ...”*
- The words, “the current and future success and well-being of each student and adult” are included to emphasize the importance of attending to the education and well-being of both students and adults .
- Application of candidate of knowledge, skills and commitments are tied to every standard.
- The words “each student” are understood to be inclusive of all students in P-12 settings, including students with exceptionalities.
- New Professional Standards for Educational Leaders (PSEL) and National Educational Leadership Preparation (NELP) standards guided the revisions.

Standard 1: Mission, Vision, and Improvement

Previous Standards	New Standards	What Changed
<p>Standard 1: Shared School Vision of Learning: An education leader at the building level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders.</p>	<p>Standard 1: Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, equity, diversity, digital citizenship, and community.</p>	<ul style="list-style-type: none"> • More explicit language regarding continuous improvement, including the social-emotional well-being a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. • Change from stakeholders to “each student and adult.” • Goes beyond vision and mission to school improvement and includes a shift from organizational effectiveness to success of each student and adult.

Standard 2: Ethics and Professional Norms*

Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 5: Professional Ethics: An education leader at the building level applies knowledge that promotes the success of every student by acting</p>	<p>Standard 2: Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and</p>	<p>Goes beyond the previous standards in the functions of,</p> <ul style="list-style-type: none"> • Understanding and demonstrating the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

with integrity, fairness, and in an ethical manner.	cultivate and enact professional norms.	<ul style="list-style-type: none"> Modeling ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. There is emphasis on placing students at the center of education and accepting responsibility for their academic success.
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Standard 3: Equity, Inclusiveness, and Cultural Responsiveness*

Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 4: Collaboration: An education leader at the building level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 5: Professional Ethics: An education leader at the building level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to <u>promote</u> and <u>advocate</u> for the social emotional well-being of <u>each</u> student and adult, and promote the current and future success of each student and adult, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.</p>	<ul style="list-style-type: none"> Standard 3 is a combination of functions from multiple standards in the previous building leadership standards. This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to</p>	<p>Standard 4: Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each</p>	<p>The new standard includes,</p> <ul style="list-style-type: none"> References to leadership expectations, such as supervising instruction, monitoring and evaluating, and supporting rigorous and coherent curriculum.

<p>student learning and staff professional growth.</p>	<p>student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership, including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems.</p>	<ul style="list-style-type: none"> • Functions language is more explicit regarding effective leaders employment of valid assessments.
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Standard 5: Community and External Leadership*

Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 4: Collaboration: An education leader at the building level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>Standard 5: Community and External Leadership:</p> <p>Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and intentionally collaborate with families, community members, business leaders, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>	<p>This standard focuses on building productive relationships that lead to school improvement and increased student learning, rather than concentrating only on family and community engagement including,</p> <ul style="list-style-type: none"> • A more global view of school culture and student learning • Two-way communication and maintaining a presence in the community as specific ways to collect meaningful data and input.

Standard 6: Operations and Management

Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	<p>Standard 6: Operations and Management:</p> <p>Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation</p>	<ul style="list-style-type: none"> • Emphasis on the capacity to improve management, communication, technology, school-level governance, and operation systems that support each student’s learning needs. • Application of laws, rights, policies, and regulations to promote student and adult success.

	systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	
Standard 7: Building Professional Capacity *		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>Standard 7: Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a transformational collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</p>	<ul style="list-style-type: none"> • Promoting the success of students through engaging staff in the development of a collaborative professional culture. • Engaging staff in a collaborative professional culture and professional learning • Improving systems of supervision, support, and evaluation that promote school improvement and student success.

* Note. New Building Leadership Standards designated with an asterisk (*) correlate to multiple previous standards.