Kansas Licensure Program Standards for Building Level Leadership

Note. Stakeholder refers hereafter to those groups or individuals who can affect, or are affected by, the achievement of the Kansas public schools (Freeman, 1984) – including key members from home, school and community circles/spheres.

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.	
Function 1: Collaborate: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	
Content Knowledge	**Professional Skills**
1.1.1 • processes for guiding collaborative school visioning using a variety of resources • theories relevant to building, articulating, implementing, and stewarding a school vision • methods for involving diverse school stakeholders in the visioning process • aligning school vision, mission, and goals to, district, state, and federal policies such as content standards and achievement targets	1.1.2 • support a collaborative process for developing and implementing a school vision • articulate a school vision of learning characterized by a respect for students and their families and community • partnerships • develop a comprehensive plan for communicating the school vision to appropriate school constituencies • formulate plans to steward school vision statements
Function 2: Data Analysis: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	
Content Knowledge	**Professional Skills**
1.2.1 • the design and use of assessment data for learning • organizational effectiveness and learning strategies • tactical and strategic program planning • implementation and evaluation of school improvement processes • variables that affect student achievement	1.2.2 • develop and use evidence-centered research strategies and strategic planning processes • create school-based strategic and tactical goals • collaboratively develop implementation plans to achieve those goals • lead process for developing a school improvement plan that aligns to district improvement plans

Function 3: Sustainability: Candidates understand and can promote continual and sustainable school improvement.	
Content Knowledge	**Professional Skills**
1.3.1 • continual and sustained improvement models and processes • school change processes for continual and sustainable improvement • role of professional learning in continual and sustainable school improvement	1.3.2 • identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement • design processes for transformational change plan at the school-building-level when needed • oversee a comprehensive, building-level professional development program
Function 4: Evaluation: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	
Content Knowledge	**Professional Skills**
1.4.1 • effective strategies for engaging diverse staff and community in monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models	1.4.2 • develop a school plan to monitor program development and implementation of school goals • construct an evaluation process to assess the effectiveness of school plans and programs • interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders

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.	
Function 1: Culture building: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	
Content Knowledge	**Professional Skills**
2.1.1 • theories on human development behavior, personalized learning environment, and motivation • school culture and ways it can be influenced to ensure student success • methods for providing ongoing feedback on using data, assessments, and evaluation strategies to improve practice	2.1.2 • collaborate with others to accomplish school improvement goals • incorporate cultural competence in development of programs, curriculum, and instructional practices • monitor school programs and activities to ensure personalized learning opportunities • recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices • facilitate the use of appropriate content based learning materials and learning strategies • promote trust, equity, fairness, and respect
Function 2: Instructional Evaluation: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	
Content Knowledge	**Professional Skills**
2.2.1 • curriculum development and use of differentiated instructional delivery theories, materials, and other resources to address diverse learner populations • measures of teacher performance • high quality research and data-based multiple methods of evaluation, accountability systems, data collection, and analysis of evidence • school technology and information systems to support and monitor student learning for all	2.2.2 • collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum • use evidence-centered research in making curricular and instructional decisions • interpret information and communicate progress toward achievement • design a process for ensuring evaluation systems and school plans are based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence • regular analysis and disaggregation of data about all students to improve

learning

Function 3: Manage Capacity: Candidates understand and can develop and supervise the instructional and leadership capacity of school community.

Content Knowledge	Professional Skills
2.3.1 • high-quality professional development for school staff and leaders • instructional leadership practices • leadership theory, change processes, and evaluation • standards for high-quality teacher, principal, and district practice	2.3.2 • work collaboratively with school community to improve teaching and learning • ensure processes that emphasize the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction • design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards

Function 4: Promote Technology: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

Content Knowledge	Professional Skills
2.4.1 • technology and its uses for instruction within the school • infrastructures for the ongoing support, review, and planning of instructional technology	2.4.2 • use technologies for improved classroom instruction, student achievement, and continuous school improvement • monitor instructional practices within the school and provide assistance to teachers • use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting

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.	
Function 1: Evaluation: Candidates understand and can monitor and evaluate school management and operational systems.	
Content Knowledge	**Professional Skills**
3.1.1 • school management of organizational, operational, and legal resources • acquisition and maintenance of equipment and materials to support teaching and learning • school management of marketing and public relations functions	3.1.2 • analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school • develop school operational policies and procedures • develop plans to implement and manage long-range plans for the school
Function 2: Efficiency: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	
Content Knowledge	**Professional Skills**
3.2.1 • methods and procedures for acquiring and managing school resources, including the strategic management of human capital school operations, and school facilities • alignment of resources to building priorities and forecasting resource requirements for the school • acquisition and maintenance of technology and appropriate management systems	3.2.2 • develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals • analyze a school's budget and financial status • develop facility and space utilization plans for a school • project long-term resource needs of a school • use technology to manage school operational systems
Function 3: Policy Management: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.	
Content Knowledge	**Professional Skills**
3.3.1 • school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations • school strategies supporting student development of self-management, civic literacy, and positive leadership skills • school-based discipline management policies and plans	3.3.2 • develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment • plan an aligned building discipline management policies and plan • evaluate and implement discipline management plans

Function 4: Develop Capacity: Candidates understand and can develop school capacity for distributed leadership.	
Content Knowledge	**Professional Skills**
3.4.1 • the meaning of distributed leadership in a school environment and how to create and sustain it recruiting and retaining highly qualified personnel	3.4.2 • identify leadership capabilities of staff • model distributed leadership skills and assign personnel to address diverse student needs and equity goals • involve school staff in decision making processes
Function 5: Prioritize: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	
Content Knowledge	**Professional Skills**
3.5.1 • supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning • management theories on effective school time, priorities, and schedules	3.5.2 • develop school policies that protect time and schedules to maximize teacher instructional time and student learning • develop a school master schedule

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.	
Function 1: Collaboration: Candidates understand and can collaborate with faculty and school, home and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	
Content Knowledge	**Professional Skills**
4.1.1 • collaboration and communication techniques to improve the school's educational environment • information pertinent to the school's educational environment	4.1.2 • use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information • communicate information about the school within the community • develop family and community partnerships
Function 2: Resource Management: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	
Content Knowledge	**Professional Skills**
4.2.1 • identify and mobilize effective community resources • school-based cultural competence • diverse cultural, social, and intellectual resources among district stakeholders	4.2.2 • identify and use diverse stakeholder resources to improve school programs
Function 3: Relationship Building: Candidates understand and can respond to stakeholder interests and needs by building and sustaining positive school relationships with families and caregivers.	
Content Knowledge	**Professional Skills**
4.3.1 • the needs of students, parents or caregivers • school organizational culture that promotes open communication with families and caregivers • school strategies for effective oral and written communication with families and caregivers • approaches to collaboration with families and caregivers	4.3.2 • conduct needs assessments of families and caregivers • develop collaboration strategies for effective relationships with families and caregivers • involve families and caregivers in the decision-making processes at the school

Function 4: Relationship Building: Candidates understand and can respond to stakeholder interests and needs by building and sustaining productive school relationships with community partners.	
Content Knowledge	**Professional Skills**
4.4.1 • the needs of school community partners • school organizational culture that promotes open communication with community partners • school strategies for effective oral and written communication with community partners • collaboration methods to develop and sustain productive relationships with community partners	4.4.2 • conduct needs assessment of community partners • develop effective relationships with a variety of community partners • involve community partners in the decision-making processes at the school

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.

Function 1: Ethical Behavior: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.

Content Knowledge	Professional Skills
5.1.1 • practices demonstrating principles of integrity and fairness • federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice	5.1.2 • act with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and social success • create an infrastructure that helps to monitor and ensure equitable practices

Function 2: Model Ethical Behavior: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Content Knowledge	Professional Skills
5.2.1 • the basic principles of ethical behavior established by legal and professional organizations • the relationship between ethical behavior, school culture, and student achievement • the effect of ethical behavior on one's own leadership	5.2.2 • formulate a school-level leadership platform grounded in ethical standards and practices • analyze leadership decisions in terms of established ethical practices

Function 3: Professional Values: Candidates understand and can safeguard the values of democracy, equity, and diversity.

Content Knowledge	Professional Skills
5.3.1 • democratic values, equity, and diversity • protection of rights and appropriate confidentiality of students and staff	5.3.2 • develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues • develop appropriate communication skills to advocate for democracy, equity, and diversity

Function 4: Evaluation: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

Content Knowledge	Professional Skills
5.4.1 • moral and legal consequences of decision making in schools • strategies to prevent difficulties related to moral and legal issues	5.4.2 • formulate sound school strategies to educational dilemmas • evaluate school strategies to prevent difficulties related to moral and legal

	issues

Function 5: Professional Behavior: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

Content Knowledge	Professional Skills
5.5.1 • the relationship between social justice, school culture, and student achievement • theories of efficacy	5.5.2 • review and critique school procedures, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school • develop the resiliency to uphold core values and persist in the face of adversity

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.	
Function 1: Advocacy: Candidates understand and can advocate for school students, families, and caregivers, as well as empower families to self-advocate.	
Content Knowledge	**Professional Skills**
6.1.1 • policies, laws, and regulations enacted by state, local, and federal authorities that affect schools • the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning	6.1.2 • analyze how law and policy is applied consistently, fairly and ethically within the school • advocate based on an analysis of the complex causes of poverty and other disadvantages • serve as a respectful spokesperson for students and families within the school
Function 2: Decision Maker: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	
Content Knowledge	**Professional Skills**
6.2.1 • the larger political, social, economic, legal, and cultural context • ways that power and political skills can influence local, state, or federal decisions	6.2.2 • advocate for school policies and programs that promote equitable learning opportunities and student success • communicate policies, laws, regulations, and procedures to school community
Function 3: Visionary: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	
Content Knowledge	**Professional Skills**
6.3.1 • future issues and trends that can affect schools (e.g., entrepreneurial approaches) • contemporary and emerging leadership strategies to address trends	6.3.2 • identify and anticipate emerging trends and issues likely to affect the school • adapt leadership strategies and practice to address emerging school issues