

Crosswalk of Previous to New KSDE District Leadership Standards

General Information about the District Leadership Revision:

- Each standard begins with the following stem: *“Candidates who successfully complete a district-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 district 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 district-level educational leadership preparation program understand and demonstrate the systemic 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 district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, values, 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 district 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 district 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 district-level educational leadership preparation program understand and demonstrate the systemic 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</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.	decisions and cultivate professional norms and culture.	<ul style="list-style-type: none"> Modeling ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness*		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district 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 district 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 district level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a district-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 district culture.</p>	<ul style="list-style-type: none"> Program completers have the knowledge of how to cultivate and advocate for a supportive and inclusive district culture Program completers evaluate, cultivate, and advocate for each student in the district having equitable access to safe and nurturing schools Knowledge and application of culturally responsive instructional and behavior support practices.
Standard 4: Learning and Instruction		
Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district 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: Learning and Instruction: Candidates who successfully complete a district-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 emerging knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent instructional leadership including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems throughout the district.</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. Functions language is more explicit regarding effective leaders' employment of valid assessments.
Standard 5: Community and External Leadership*		

Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the district 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 district 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 district 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 district-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 engage, communicate, and intentionally collaborate with families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.</p>	<p>Focus on knowledge of how to represent and support schools in engaging families in strengthening student learning in and out of school and to effectively collaborate, communicate, and engage community members, partners, and other constituencies in district matters that benefit learners, schools, and the district as a whole.</p>

Standard 6: Operations and Management

Previous Standards	New Standards	What Changed
<p>Standard 3: Management: An education leader at the district 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 district-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, develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.</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.

Standard 7: Building Professional Capacity *

Previous Standards	New Standards	What Changed
<p>Standard 2: School Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and</p>	<p>Standard 7: Policy, Governance, and Advocacy</p> <p>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the</p>	<p>Focus is specific to district level leadership.</p> <ul style="list-style-type: none"> • Ability to communicate, collaborate, advocate, and cultivate a respectful and responsive relationship with a

<p>instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: Management: An education leader at the district 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 district 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>capacity to promote the present and future success and well-being of students and district personnel by adapting and applying the knowledge, skills, and commitments necessary to cultivate relationships; lead district transformation, collaborative decision making, and governance; and, represent and advocate for district needs in broader policy conversations.</p>	<p>district’s board of education focused on achieving the shared mission and vision of the district.</p> <ul style="list-style-type: none"> ● Collaboration, design, communication, implementation, coordination, cultivation, and evaluating effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members. ● Completers evaluate and engage in decision making around, implement, and appropriately communicate about policy, laws, and regulations and how to evaluate, represent, and advocate for district needs and priorities within larger policy conversations.
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* *Note.* New District Leadership Standards designated with an asterisk (*) correlate to multiple previous standards.