

Higher Education Leadership Preparation Standards

Building Leadership grades PreK-12



Kansas leads the world in the success of each student.

BUILDING LEADERSHIP

Early Childhood through Late Adolescence/Adulthood

PreK-12, adopted June 9, 2020

“Learner(s)” is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

The Kansas Building Leadership preparation standards are adapted from the Building Level National Educational Leadership Preparation Program Recognition Standards (NELP); the NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) standards.

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.

Function 1.1: Program completers understand and demonstrate the ongoing capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.

- Content Knowledge:** Program provides evidence of candidate knowledge of
- 1.1.1 CK Research to understand the role and importance of a school's vision and mission as well as processes for evaluating a mission and vision.
 - 1.1.2 CK Processes for collaboratively developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.

1.1.3 CK Characteristics of well-written mission and vision statements.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

1.1.4 PS Evaluate existing mission and vision processes and statements.

1.1.5 PS Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.

1.1.6 PS Develop a comprehensive plan for communicating the mission and vision to all stakeholders.

Function 1.2: Program completers understand and demonstrate the capacity to lead sustainable improvement processes that include mission coherence, data use, design, implementation, accreditation, and ongoing evaluation.

Content Knowledge: Program provides evidence of candidate knowledge of

1.2.1 CK Current research on school improvement and accreditation processes.

1.2.2 CK Formal processes of iterative, evidence informed improvement.

1.2.3 CK Data collection, analysis, and use to support data-informed decisions.

1.2.4 CK School improvement implementation theory and research.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

1.2.5 PS Evaluate existing improvement processes and cycles.

1.2.6 PS Use research and data to develop a collaborative improvement process that includes key components (i.e., diagnosis, design, implementation, and evaluation).

1.2.7 PS Develop an implementation process that supports the components and goals of the accreditation and improvement plans.

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 cultivate and enact professional norms.

Function 2.1: Program completers understand and demonstrate 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.

Content Knowledge: Program provides evidence of candidate knowledge of
2.1.1 CK Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being.

2.1.2 CK Practices that reflect professional norms.

2.1.3 CK Approaches to cultivating professional norms in others.

2.1.4 CK Reflective practice.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.1.5 PS Engage in reflective practice.

2.1.6 PS Cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.

2.1.7 PS Communicate professional norms to diverse constituencies.

2.1.8 PS Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).

Function 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Content Knowledge: Program provides evidence of candidate knowledge of
2.2.1 CK Research on decision making.

2.2.2 CK Decision-making processes.

2.2.3 CK Guidelines for ethical and legal decision making.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.2.4 PS Evaluate ethical dimensions of issues.

2.2.5 PS Analyze decisions in terms of established ethical frameworks.

2.2.6 PS Develop a communication plan to advocate for ethical and legal decisions.

Function 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge: Program provides evidence of candidate knowledge of
2.3.1 CK Ethical practice.

2.3.2 CK Approaches to cultivating ethical behavior in others.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.3.3 PS Formulate a school-level ethical leadership platform.

2.3.4 PS Model ethical practice.

2.3.5 PS Cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote and advocate for the social emotional well-being of each 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.

Function 3.1: Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Content Knowledge: Program provides evidence of candidate knowledge of

3.1.1 CK Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, resilient and respectful).

3.1.2 CK Research on inclusive school cultures.

3.1.3 CK Processes for evaluating school culture.

3.1.4 CK Processes for effecting changes to school culture.

3.1.5 CK Ways of engaging in advocacy.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.1.6 PS Evaluate school culture.

3.1.7 PS Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture.

3.1.8 PS Develop strategies for improving school culture.

3.1.9 PS Advocate for a supportive and inclusive school culture.

Function 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and social emotional well-being of each student.

Content Knowledge: Program provides evidence of candidate knowledge of

3.2.1 CK Research on the consequences for students of equitable and inequitable use of educational resources and opportunities.

3.2.2 CK Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships).

3.2.3 CK Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.2.4 PS Evaluate sources of inequality and bias in the allocation of educational resources and opportunities.

3.2.5 PS Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values.

3.2.6 PS Advocate for the equitable access to educational resources, procedures, and opportunities.

Function 3.3: Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and social-emotional behavior support practices among teachers and staff.

Content Knowledge: Program provides evidence of candidate knowledge of

3.3.1 CK Culturally responsive instructional and behavior support practices.

3.3.2 CK Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff.

3.3.3 CK Research on implications for students of equitable, culturally responsive, and inclusive practices.

3.3.4 CK Broader social and political concern with equity and inequality in schools.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.3.5 PS Evaluate root causes of inequity and bias.

3.3.6 PS Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.

3.3.7 PS Support the use of differentiated, content- based instructional materials and strategies.

3.3.8 PS Advocate for equitable practice among teachers and staff.

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 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.

Function 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for all academic and non-academic student programs.

Content Knowledge: Program provides evidence of candidate knowledge of

4.1.1 CK Research on the leadership of academic and non-academic programs.

4.1.2 CK Approaches to coordinating among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.

4.1.3 CK Evidence-based curricula, use of technology, and other supports for academic and non-academic programs.

4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.

Professional Skills: Programs provide evidence that candidates demonstrate skills required to

4.1.5 PS Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems.

4.1.6 PS Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs.

Function 4.2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Content Knowledge: Program provides evidence of candidate knowledge of

4.2.1 CK Evidence-based instructional practices for different student populations.

4.2.2 CK Curricula, educational technologies, and other educational resources that support digital literacy among students and adults.

4.2.3 CK Expertise provided by educational service providers.

4.2.4 CK Approaches to coordinating resources and services in support of the school's academic and non-academic services.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

- 4.2.5 PS Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- 4.2.6 PS Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning.

Function 4.3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and social emotional well-being.

Content Knowledge: Program provides evidence of candidate knowledge of

- 4.3.1 CK Research on the effective and ineffective assessment of student learning and social emotional well-being.
- 4.3.2 CK Research on assessment practices that are culturally responsive and accessible for each student.
- 4.3.3 CK Formative and summative measures of student learning and well-being.
- 4.3.4 CK Approaches to coordinating among assessments, instructional improvement, and educational service delivery.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

- 4.3.5 PS Use research to evaluate the quality of formative and summative assessments of learning.
- 4.3.6 PS Implement formal and informal culturally responsive and accessible assessments of student learning.
- 4.3.7 PS Interpret data from formative and summative assessments for use in educational planning.
- 4.3.8 PS Cultivate teachers' capacity to improve instruction based on analysis of assessment data.

Function 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Content Knowledge: Program provides evidence of candidate knowledge of

- 4.4.1 CK Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices.

4.4.2 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.

4.4.3 CK Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services.

4.4.4 CK Approaches and strategies for supporting faculty collaboration.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.4.5 PS Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices.

4.4.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices.

4.4.7 PS Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results.

Standard 5: Community and External Leadership

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.

Function 5.1: Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Content Knowledge: Program provides evidence of candidate knowledge of

5.1.1 CK Research on the role of families in supporting student learning in and out of school.

5.1.2 CK Research on student and family diversity.

5.1.3 CK Strategies for understanding and cultivating relationships with families and engaging them in their children's education.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

5.1.4 PS Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning.

5.1.5 PS Cultivate collaboration among staff and families in support of student learning and success.

5.1.6 PS Foster two-way communication with families.

Function 5.2: Program completers understand and demonstrate the capacity to collaboratively engage, cultivate and build partnerships with diverse community members, business stakeholders, and other constituencies for the benefit of school improvement and student development.

Content Knowledge: Program provides evidence of candidate knowledge of

5.2.1 CK School organizational cultures that promote community engagement.

5.2.2 CK Research on how community members, partners, and other constituencies can support school improvement and student success.

5.2.3 CK Collaboration methods to develop and sustain productive relationships with diverse community partners.

5.2.4 CK Practices for accessing and integrating external resources into the school.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

- 5.2.5 PS Collaboratively engage with diverse community members, partners, and other constituencies around shared goals.
- 5.2.6 PS Cultivate regular, two-way communication with community members, partners, and other constituencies.
- 5.2.7 PS Identify and use diverse community resources to benefit school programs and student learning.

Function 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.

Content Knowledge: Program provides evidence of candidate knowledge of

- 5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.
- 5.3.2 CK Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities.
- 5.3.3 CK Educational policy and advocacy.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

- 5.3.4 PS Develop a plan for identifying and accessing resources.
- 5.3.5 PS Gather information about the policy and district context.
- 5.3.6 PS Develop targeted communication for oral, written, and digital distribution.
- 5.3.7 PS Advocate for school and community needs.

Standard 6: Operations and Management

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 systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Function 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Content Knowledge: Program provides evidence of candidate knowledge of

- 6.1.1 CK Research on school management, operations, use of technologies, communication, and governance systems.
- 6.1.2 CK Principles of systems management and continuous improvement.
- 6.1.3 CK Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations.
- 6.1.4 CK Processes for developing and implementing management, communication, technology, school-level governance, and operation systems.
- 6.1.5 CK Use of technology to enhance learning and program management.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

- 6.1.6 PS Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes.
- 6.1.7 PS Use research and evidence to analyze and identify strategic and tactical challenges for the school's systems.
- 6.1.8 PS Develop and implement management, communication, assessment, technology, school-level governance, and operation systems.
- 6.1.9 PS Develop a school's master schedule.

Function 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan, including financial management, that supports school improvement and student development.

Content Knowledge: Program provides evidence of candidate knowledge of

6.2.1 CK School-based budgeting.

6.2.2 CK Strategies for acquiring resources.

6.2.3 CK Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems.

6.2.4 CK Strategies for aligning and allocating resources according to school priorities and student needs.

6.2.5 CK Methods and procedures for managing school resources.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.2.6 PS Evaluate resource needs.

6.2.7 PS Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities.

6.2.8 PS Advocate for resources in support of needs.

Function 6.3: Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Content Knowledge: Program provides evidence of candidate knowledge of

6.3.1 CK Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults.

6.3.2 CK Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities.

6.3.3 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.3.4 PS Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues.

6.3.5 PS Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school.

6.3.6 PS Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

6.3.7 PS Monitor and ensure adherence to laws, rights, policies, and regulations.

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.

Function 7.1: Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Content Knowledge: Program provides evidence of candidate knowledge of

7.1.1 CK Research on teacher recruitment, hiring, selection, and retention.

7.1.2 CK Practices for recruiting, selecting, hiring, and retaining school staff.

7.1.3 CK Strategic staffing based on student, school, and staff needs.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.1.4 PS Evaluate school's professional staff capacity needs.

7.1.5 PS Evaluate applicant materials.

7.1.6 PS Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.

Function 7.2: Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Content Knowledge: Program provides evidence of candidate knowledge of

7.2.1 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.

7.2.2 CK Effective communication.

7.2.3 CK The role of relationships, trust, and well-being in the development of a healthy and effective professional culture.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.2.4 PS Use research to design and cultivate a collaborative professional culture.

7.2.5 PS Model and foster effective communication.

7.2.6 PS Develop a comprehensive plan for providing school community members with a healthy and positive school building environment.

Function 3: Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Content Knowledge: Program provides evidence of candidate knowledge of

7.3.1 CK Research on teacher professional learning.

7.3.2 CK Practices for supporting and developing school staff.

7.3.3 CK Practices for cultivating and distributing leadership among staff.

7.3.4 CK Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.

7.3.5 CK How to use digital technology in ethical and appropriate ways to foster professional learning for self and others.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.3.6 PS Evaluate professional staff capacity needs and management practices.

7.3.7 PS Identify leadership capabilities of staff.

7.3.8 PS Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.

7.3.9 PS Engage staff in leadership roles.

7.3.10 PS Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.

Function 4: Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Content Knowledge: Program provides evidence of candidate knowledge of

7.4.1 CK Research-based strategies for personnel supervision and evaluation.

7.4.2 CK Importance of, and the ability to access, specific personnel evaluation procedures for a given context.

7.4.3 CK Multiple approaches for providing actionable feedback and support systems for teachers.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.4.4 PS Observe teaching in a variety of classrooms.

7.4.5 PS Gather and analyze district policies on instructional expectations.

7.4.6. PS Provide teaching staff with actionable feedback to support improvement.

7.4.7 PS Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

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