Principal
Endorsement Guidelines
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005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 6~~7~~-12~~.~~

005.02B Endorsement Type: Field/Administrative

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools. as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement requires 36 ~~or 45~~ graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required for a principal endorsement when completing a PK-8 or 6-12 endorsement. ~~if the principal endorsement is at the same level as the teaching endorsement.~~ Those seeking a PK-12 principal endorsement ~~principal endorsement at a level different from their teaching endorsement~~ must complete a minimum of nine (9) additional credit hours or a total of forty-five (45) graduate semester hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 The applicant for this endorsement must have two (2) years of teaching experience in an approved/accredited elementary, middle, and/or secondary schools; and

005.02D2 Internship/Field Experiences: This endorsement requires 250 clock hours of internship/field experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at each of the level(s) for the endorsement(s) being sought.

005.02E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.02F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT

Through the courses identified in its plan, the institution must provide prospective principals with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on ~~Educational Leadership Constituent Council (ELCC) Standards, 2009 draft.~~ the Nebraska Teacher and Principal Performance Standards.

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~~Building leader candidates are prepared to:~~
STANDARD 1: VISION FOR LEARNING
The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.

Indicators:

A. Candidates have knowledge and demonstrate the ability to utilize the analysis of multiple sources of relevant data to build context around the unique needs of the school and education community to lead the creation of the vision, mission, and goals.

B. Candidates understand the value of high expectations for the well-being and performance of self, students, and staff and ensure those expectations are aligned to the vision, mission, and goals of the school.

C. Candidates have knowledge of systems leadership and demonstrate skills to implement a systematic review process of the vision, mission and goals that allows for adjustments based on changing needs of students and the learning community.

D. Candidates have knowledge of sound instructional theory and pedagogy, research on student learning and development and demonstrate understanding by aligning to a school-wide model of instruction.

E. Candidates have knowledge of evidence-based practices and high-quality instruction materials, demonstrate skills to use feedback from staff to create a process that provides the necessary support to implement and monitor the effectiveness of the materials.

F. Candidates understand how implicit and institutional biases negatively impact the expectations of marginalized students, and students' meaningful access to educational resources.

STANDARD 2: CONTINUOUS IMPROVEMENT
The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.

Indicators:

A. Candidates understand how to implement collaborative processes with the educational community to engage them in the development, implementation, monitoring, and revision of the school improvement plan.

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B. Candidates have knowledge of systems leadership and demonstrate skills to design a school-wide professional learning plan aligned to the continuous improvement process.

C. Candidates have knowledge of systems leadership and demonstrate understanding of 1st, 2nd, and 3rd order change processes and skills to guide staff through changes as determined by the continuous improvement model.

D. Candidates understand culturally responsive leadership and demonstrate the skills to implement culturally responsive practices schoolwide.

E. Candidates demonstrate the ability to identify essential strategic partnerships that represent the diversity and culture of the community.

F. Candidates understand equity and demonstrate the ability to use multiple forms of data to identify inequities that impact the achievement of all students and student groups, learning trends of all students and student groups, and teacher effectiveness to drive the school improvement process.

G. Candidates demonstrate growth by developing a personal awareness of strengths, weaknesses and implicit bias through an intentional reflection process.

H. Candidates align reflection processes to the development of professional practice by developing a schoolwide learning community plan that builds context through the use of data to identify and monitor effective instruction practices.

I. Candidates demonstrate the ability to develop a community engagement plan to identify the appropriate audience to inform, seek feedback, and build partnerships.

STANDARD 3: STAFF SUPPORT AND DEVELOPMENT
The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Indicators:

A. Candidates demonstrate understanding of building a school-wide climate of trust, cultural responsiveness, and equity to ensure all students have access to effective teachers and purposeful learning experiences.

B. Candidates have knowledge of systems leadership and can demonstrate the ability to design and implement a process of support, development, and evaluation of staff that is focused on growth over time.

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C. Candidates understand how to provide specific, actionable, and timely feedback to individual staff members, and formalize feedback protocols as part of the support, development, and evaluation process.

D. Candidates have knowledge of high-quality instructional practices and effective instruction and have the skills to lead staff in an ongoing professional dialogue around high-quality instructional material and evidence-based strategies.

E. Candidates understand human resource needs and demonstrate the ability to identify and analyze appropriate data as part of the staff retention and recruitment process.

STANDARD 4: OPERATIONS AND MANAGEMENT
The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Indicators:

A. Candidates have knowledge of the conflict resolution process and demonstrate understanding by modeling the conflict resolution behaviors and practices and aligning the process to expectations of staff.

B. Candidates have knowledge of and can demonstrate a community engagement plan to establish and implement the school's policies, protocols, and to communicate the daily operations that promote the vision, mission and goals.

C. Candidates have knowledge of multi-tiered systems of support and understand how to analyze multiple sources of relevant data to guide decision-making around the academic and social-interventions, accommodations, and to ensure curricular and extracurricular activities are available to meet the needs and foster strengths of all students.

D. Candidates understand the responsible, ethical, and accountable budgeting and accounting practices.

E. Candidates demonstrate understanding of how to manage and monitor the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment.

F. Candidates understand how to utilize contextual data to manage staff resources, assigning staff members to roles that optimize professional capacity.

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STANDARD 5: CULTURE FOR LEARNING

The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.

Indicators:

A. Candidates understand the importance of consistent engagement in the community to understand the needs and to communicate the vision, mission and goals.

B. Candidates understand equity through the articulation of a vision that defines a student-centered culture and is designed to sustain and ensure equitable access to learning and development opportunities for each student, staff member and self.

C. Candidates have knowledge of the impact of academic, physical, social-emotional, and mental health needs of students, and understand how to use data to align a continuum of support processes to a continuous improvement model.

D. Candidates have knowledge of collective leadership and demonstrate understanding by implementing school-wide protocols to cultivate mutual respect and collegiality to achieve student and staff goals.

E. Candidates promote high expectations and mutual accountability and understand how to utilize multiple sources of relevant data to monitor the climate and culture of the educational community.

F. Candidates develop self-awareness and demonstrate the commitment leading culturally responsive practices and protocols to eliminate institutional bias and student marginalization.

G. Candidates recognize a multi-diverse community as an asset, demonstrate acceptance, value, trust, respect, and encourage all students, staff, and community.

H. Candidates utilize and promote cultural, social, and intellectual resources of the community.

I. Candidates demonstrate skills to address student and staff conduct in a fair, positive, and unbiased manner.

STANDARD 6: PROFESSIONAL ETHICS AND ADVOCACY

The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

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Indicators:

A. Candidates understand collective leadership to build an environment of shared responsibility for each students' academic success and well-being.

B. Candidates have knowledge of and understand how to prioritize and proactively navigate the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals.

C. Candidates protect the established rights and confidentiality of students and staff.

D. Candidates model ethical behavior, act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement.

E. Candidates hold self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism.

F. Candidates engage in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities.

G. Candidates understand how to build and maintain purposeful relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect.

H. Candidates assume responsibility for professional growth and leadership development both as an individual and as a member of a learning community.

STANDARDStandard 7: FIELD-BASED INTERNSHIP EXPERIENCES IN WHICH Field-based internship experiences in which

Indicators:

A. Candidates participate in planned and authentic school-based field experiences embedded within courses during the entire duration of the program as assigned by institution faculty and approved by the on-site mentor.

B. Candidates document all field experiences.

C. Candidates participate in field experiences that occur in a variety of school leadership settings that allow candidates to demonstrate a wide range of relevant knowledge and skills.

D. Candidates work with appropriate community organizations such as social service groups and local businesses.

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STANDARD 8: STANDARDS-BASED INTERNSHIP EXPERIENCES IN WHICH ~~Standard 8:~~
~~Standards-based internship experiences in which~~

Indicators:

A. Candidates ~~s~~Synthesize and apply the knowledge and skill abilities identified in Standards 1 through 6.
B. Candidates ~~d~~Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school.
C. Candidates ~~e~~Experience authentic school-level responsibilities that increase over time in amount and complexity and involve direct interaction with staff, parents, caregivers, students, and school community leaders.
D. Candidates ~~a~~Apply knowledge and skills articulated by state standards and district policies for educational leaders within a school.

STANDARD 9: ~~Standard 9:~~ **SUSTAINED EXPERIENCES**
Sustained Experiences in which the candidate is provided an internship experience of at least 250 clock hours in approved or accredited schools.

Indicators:

A. Experience need not be consecutive and may include experiences of different lengths. The internship must include an expended capstone experience to maximize the candidate's opportunities to practice and refine their building-level knowledge and skills.
B. Candidates must submit an internship plan that is approved by both the on-site mentor and institution faculty.

STANDARD 10: QUALIFIED ON-SITE MENTOR ~~Standard 10: Qualified On-Site Mentor:~~

Indicators:

A. A qualified on-site mentor is selected collaboratively by the intern candidate and institution faculty.
B. Each on-site mentor has demonstrated successful experience as an educational leader within a school.
C. High-quality training of on-site mentors is provided by the supervising institution in order that the on-site mentor may provide the intern candidate with ongoing supervision, guidance, and evaluation.

STANDARD 11: CANDIDATES TAKE THE INTERNSHIP FOR CREDIT ACCORDING TO THE POLICIES OF THE PROGRAM. ~~Standard 11: Candidates take the internship for credit~~
~~according to the policies of the program.~~

~~Standard 1.~~ ~~Promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. The candidate will:~~

~~Element 1.~~ ~~Collaboratively develop and implement a shared vision and mission; Indicators include, but are not limited to:~~

~~A. Candidates have knowledge about the nature of collaborative school visioning and the impact of vision and the mission on student achievement~~

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and various methods for involving stakeholders in the visioning process and consensus building;

B. Theories and relevant knowledge of visions and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change;

C. Candidates demonstrate skill abilities to design, articulate, and support a collaborative process or developing and implementing a vision and mission for a school; and

D. Formulate plans and initiatives to implement the vision and mission statements and communicate the vision and mission to the appropriate constituencies.

Element 2. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;

Indicators include, but are not limited to:

A. Candidates have knowledge about the purposes and processes for collecting, analyzing and using appropriate data to drive decision making that impacts student learning;

B. The design and utilization of assessment data for learning;

C. Organizational effectiveness and learning;

D. Candidates demonstrate skill abilities to develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning; and

E. Involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.

Element 3. Create and implement plans to achieve goals;

Indicators include, but are not limited to:

A. Candidates have knowledge about strategic, tactical, and operational program planning, implementation, and evaluation;

B. School improvement planning processes;

C. Variables that affect student achievement;

D. Candidates demonstrate skill abilities to create strategic, tactical, and operational goals and collaboratively develop implementation plans to achieve those goals; and

E. Develop building improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.

Element 4. Promote continuous and sustainable improvement;

Indicators include, but are not limited to:

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A. Candidates have knowledge about the role of professional learning in continuous and sustainable improvement;

B. Continuous and sustained improvement models and processes;

C. Change processes, including continuous and sustainable improvement and discontinuous transformational change at the building-level;

D. Strategic management of human capital and its impact on continuous and sustainable improvement;

E. Candidates demonstrate skill abilities to identify strategies and practices to build organizational capacity to support continuous and sustainable district improvement;

F. Identify capacity building strategies for developing school leadership capacity;

G. Create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building level; and

H. Design a comprehensive building-level professional development program.

Element 5. Monitor and evaluate progress and revise plans;

Indicators include, but are not limited to:

A. Candidates have knowledge about effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals;

B. Program evaluation models;

C. Candidates demonstrate skill abilities to develop plans to monitor program development and implementation to achieve school goals; and

D. Construct evaluation processes to assess the effectiveness of school plans and programs.

Standard 2. Promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The candidate will:

Element 1. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;

Indicators include, but are not limited to:

A. Candidates have knowledge about the elements of school culture and ways it can be influenced to ensure student success;

B. Candidates demonstrate skill abilities to work collaboratively with others to accomplish school improvement goals;

C. Incorporate cultural competence in development of programs, curriculum, and instruction;

D. Monitor school programs and activities to ensure integrated learning opportunities aligned with standards, and consistent with the vision; and

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E. Recognize, celebrate, and incorporate diversity in development of programs, curriculum, and instructional practices.

Element 2. Create a comprehensive, rigorous, and coherent curricular program;

Indicators include, but are not limited to:

A. Candidates have knowledge about the development of quality curriculum including principles/theories of learning, appropriate instructional techniques, monitoring and evaluating instruction, using data and technology to improve instruction, and allocating resources;

B. Candidates demonstrate skill abilities to design comprehensive curriculum development plans;

C. Analyze instructional lessons;

D. Collaborate with faculty to plan, implement, and evaluate a coordinated and articulated curriculum; and

E. Use technology to design, monitor and/or evaluate instructional programs.

Element 3. Create a personalized and motivating learning environment for students;

Indicators include, but are not limited to:

A. Candidates have knowledge about human development theories, proven learning and motivational theories and how diversity influences the learning process;

B. Candidates demonstrate skill abilities to facilitate the use of appropriate content-based, customized learning materials and learning strategies in the instruction of students;

C. Create and analyze individualized improvement plans, use data to design learning plans, design and/or implement changes in learning environments;

D. Develop school-wide comprehensive programs that meet the diverse learning needs and interests of students and school personnel; and

E. Promote equity, fairness, and respect among students and faculty.

Element 4. Supervise instruction;

Indicators include, but are not limited to:

A. Candidates have knowledge about supervision strategies that ensure teachers are demonstrating research based professional practices;

B. Individual professional development plans and continuous progress;

C. Candidates demonstrate skill abilities to provide feedback to improve teaching and learning;

D. Work collaboratively at the building-level to improve practice for teaching and learning; and

E. Monitor individual professional development and continuous improvement.

Element 5. Develop assessment and accountability systems to monitor student progress;

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Indicators include, but are not limited to:

A. Candidates have knowledge about multiple methods of evaluation, accountability systems, data collection, and analysis of data;

B. Candidates demonstrate skill abilities to use standards-based accountability data to improve the quality of teaching and learning;

C. Provide feedback using data, assessments, and evaluation methods to improve practice and student achievement;

D. Design evaluation systems, make plans based on assessment data, and provide feedback based on data; and

E. Design, develop, and utilize school assessments for instruction and reporting.

Element 6. Develop the instructional and leadership capacity of staff;

Indicators include, but are not limited to:

A. Candidates have knowledge about principles of quality professional development;

B. Effective instructional techniques;

C. Evaluation of professional development;

D. Candidates demonstrate skill abilities to participate in activities that apply principles of effective instruction to improve instructional practices and curricular materials;

E. Design building-level professional growth plans that reflect national and state professional development standards; and

F. Use a variety of approaches to improve staff performance.

Element 7. Maximize time spent on quality instruction;

Indicators include, but are not limited to:

A. Candidates have knowledge about school systems that promote efficient practices in the management of people, processes, and resources; and

B. Candidates demonstrate skill abilities to provide and monitor the use of differentiated strategies, materials, and technologies to maximize instructional time.

Element 8. Promote the use of the most effective and appropriate technologies to support teaching and learning;

Indicators include, but are not limited to:

A. Candidates have knowledge about technology as pedagogical and administrative tools;

B. Candidates demonstrate skill abilities to support initiatives that utilize technologies for improved teaching and student achievement; and

C. Use technology for school improvement.

Element 9. Use technology for school improvement;

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Indicators include, but are not limited to:

A. Candidates have knowledge about program evaluation;

B. Candidates demonstrate skill abilities to interpret information and communicate progress toward vision and goals for educators, the school community, and other stakeholders;

C. Use disaggregated data to improve instructional programs;

D. Use effective technology and performance management systems where appropriate to improve classroom instruction; and

E. Use technology to monitor, analyze, and evaluate assessment results for accountability reporting and to guide continuous school improvement.

Standard 3. Promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The candidate will:

Element 1. Monitor and evaluate the management and operational systems;

Indicators include, but are not limited to:

A. Candidates have knowledge about how to assess and manage organizational, operational, and legal resources of the school;

B. How to manage the marketing and public relations functions of the school;

C. How to strategically align the operations, mission, vision, and goals of the school with the district's strategic framework;

D. Candidates demonstrate skill abilities to analyze the school's processes and operations to identify and prioritize daily and long-term challenges for the school;

E. Write procedures for the school that support board policy; and

F. Implement and manage long range planning for the school.

Element 2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;

Indicators include, but are not limited to:

A. Candidates have knowledge about methods and procedures for managing the school's resources, including human resource development;

B. Methods and procedures for managing the school's operations;

C. Methods and procedures for managing school facilities;

D. Methods and procedures for forecasting resource requirements for the school;

E. Candidates demonstrate skill abilities to identify and appropriate funds for the school using a variety of tools and processes, including collaborating with stakeholders;

F. Develop multi-year fiscal plans and annual budgets for the school;

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G. Audit the school's budget and financial status;

H. Develop facility and space utilization plans for the school;

I. Project short-term, mid-term, and long-term resource needs of the school; and

J. Use technology to manage school operations.

Element 3. Promote and protect the welfare and safety of students and staff;

Indicators include, but are not limited to:

A. Candidates have knowledge about strategies for providing school personnel, students, and visitors with a safe and secure building environment, including how to plan for a substance, weapon, and violence-free school; and

B. Candidates demonstrate skill abilities to create and implement procedures, practices, and strategies to ensure safe and secure building environments.

Element 4. Develop the capacity for distributed leadership;

Indicators include, but are not limited to:

A. Candidates have knowledge about the meaning of distributed leadership and how to create and sustain it;

B. Candidates demonstrate skill abilities to identify leadership capabilities of staff at various levels of the school;

C. Model collaboration skills; and

D. Authentically involve faculty and staff in decision-making processes.

Element 5. Ensure teacher and organizational time is focused to support quality instruction and student learning;

Indicators include, but are not limited to:

A. Candidates have knowledge about how to manage personal managerial and leadership responsibilities;

B. How to manage time and priorities;

C. How to create and manage school schedules;

D. Candidates demonstrate skill abilities to use power and political skills in ethical ways;

E. Serve as a role model for effective management and leadership;

F. Establish school procedures that protect instructional time and schedules; and

G. Develop a master schedule for the school.

Standard 4. Promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. The candidate will:

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Element 1. Collect and analyze data and information pertinent to the educational environment;

Indicators include, but are not limited to:

A. Candidates have knowledge about the collection and analysis of data and information pertinent to the school educational environment;

B. Candidates demonstrate skill abilities to use the appropriate strategies to collect, analyze, and interpret data and information pertinent to the school environment; and

C. Communicate information about the school to the community.

Element 2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;

Indicators include, but are not limited to:

A. Candidates have knowledge about cultural competence;

B. Diverse cultural, social, and intellectual community resources; and

C. Candidates demonstrate skill abilities to identify and use diverse community resources to improve school programs and connect traditions to the needs of all students.

Element 3. Build and sustain positive relationships with families and caregivers;

Indicators include, but are not limited to:

A. Candidates have knowledge about the needs of students, parents or caregivers;

B. Organizational culture that promotes open communication with families and caregivers;

C. Strategies for effective oral and written communication and collaboration with families and caregivers;

D. Candidates demonstrate skill abilities to assess the needs of students, parents, and caregivers;

E. Articulate a vision of school leadership characterized by respect for children and their families;

F. Apply oral and written communication and collaboration strategies to develop school relationships with families and caregivers; and

G. Involve families and caregivers in decision making about their children's education.

Element 4. Build and sustain productive relationships with community partners;

Indicators include, but are not limited to:

A. Candidates demonstrate knowledge about the needs of school community partners;

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B. School organizational culture that promotes open communication with community partners;

C. School strategies for effective oral and written communication and collaboration to develop and sustain productive relations with community partners;

D. Candidates demonstrate skill abilities to assess the needs of district community partners;

E. Articulate a vision of district leadership characterized by respect for community partners; and

F. Apply oral and written communication and collaboration strategies to develop district relationship with community partners.

Standard 5. Promote the success of every student by acting with integrity, fairness, and in an ethical manner. The candidate will:

Element 1. Ensure a system of accountability for every student's academic and social success;

Indicators include, but are not limited to:

A. Candidates have knowledge about federal, state, and local legal/policy guidance to create operational definitions of accountability, equity, and social justice; and

B. Candidates demonstrate skill abilities to plan, implement, and evaluate policies, procedures, and practices within the school that support students' academic and social successes.

Element 2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior;

Indicators include, but are not limited to:

A. Candidates have knowledge about legal and professional organizations' information to understand the basic tenants of ethical behavior, the relationship between ethical behavior, building culture, and student achievement;

B. The effect of ethical behavior on one's own leadership;

C. Candidates demonstrate skill abilities to formulate a building-level leadership platform grounded in ethical standards and practices; and

D. Analyze decisions in terms of established ethical standards.

Element 3. Safeguard the values of democracy, equity, and diversity;

Indicators include, but are not limited to:

A. Candidates have knowledge about democratic values, equity, and diversity; and

B. Candidates demonstrate skill abilities to develop, implement, and evaluate a professional development plan for a school that clearly addresses democratic values, equity, and diversity.

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Element 4. Consider and evaluate the potential moral and legal consequences of decision-making;

Indicators include, but are not limited to:

A. Candidates have knowledge about current ethical and moral issues facing education, government, and business and their consequences; and

B. Candidates demonstrate skill abilities to formulate sound solutions to educational conflicts and dilemmas in educational leadership.

Element 5. Promote social justice and ensure that individual student needs inform all aspects of schooling;

Indicators include, but are not limited to:

A. Candidates have knowledge about the relationship between social justice, school culture, and student achievement; and

B. Candidates demonstrate skill abilities to develop and evaluate school policies, programs, and practices that ensure social justice, equity, confidentiality, acceptance, and respect between and among students and faculty that support student achievement.

Standard 6. Promote the success of every student by understanding, responding to, and influencing the political, social, legal, and cultural context. The candidate will:

Element 1. Advocate for children, families, and caregivers;

Indicators include, but are not limited to:

A. Candidates have knowledge about policies, laws and regulations enacted by state, local, and federal authorities that affect schools, especially those targeted to improve educational and social opportunities; and

B. Candidates demonstrate skill abilities to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

Element 2. Act to influence local, district, state, and national decisions affecting student learning;

Indicators include, but are not limited to:

A. Candidates have knowledge about the larger political, social, economic, legal and cultural context;

B. How to use power and political skills to influence local, state and federal decisions;

C. Candidates demonstrate skill abilities to advocate for school policies and programs that promote equitable learning opportunities and success for all students; and

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

Element 3. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies;

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Indicators include, but are not limited to:

A. Candidates have knowledge about anticipating future issues and trends that can affect schools;

B. Candidates demonstrate skill abilities to identify emerging trends and issues likely to impact the school; and

C. Adapt leadership strategies and practice to address emerging issues.